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Detecting Nutritional Risk Among Seniors

Debit Cards, Smart Cards, E-Money, Consumer Interest

Artifactual Reality: Household, Technology, and Education

Past Roots: Alice Chown

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From the Editors

Susan Turnbull Caton, the new Editor of the *Canadian Home Economics Journal*, has invited me to write an editorial for this first issue from the new Editorial Committee. I am happy to use the opportunity for farewells and to say thank you to all who have contributed words, time, and effort throughout our term.

The following is one editor's retrospective reflections, looking back on four years of the *Journal* - what I have gleaned from authors' words and ideas, taking a standpoint within family space and thinking about "house keeping" as maintaining safe ground for family well-being. Housing and its loss resulting in homelessness, refugee camps, and the uprooting caused by ill-advised policies and natural and man-made disasters, is more and more in the daily news. Within the *Journal*, we have been shown housing as space for intimate relationships, for family as a social, productive, and consuming unit. Created to be both a physical and an emotional space for the family, it exists not in isolation but in interaction, affecting and being affected by the natural environment, other families, local communities, provincial, regional, and national governments, and local, regional, and global economies. Related to creating that family space are such topics as parenting, school curricula, death education, child poverty, material culture, technology, and managing nutrition and food resources. The making of material artifacts expresses cultural values: their loss from home and community uproots culture. A dilemma for home economists is that a focus on this family space becomes distorted into the stereotype of "woman's place in the home."

Families may be seen as a resource for society. There is a decided trend towards transferring more responsibility back to families - for health care, care of the sick and elderly, neighbourhood safety patrols, garbage recycling - but without providing resources and without creating community.

Our attention is called to the need to be critical of prevailing ideologies. Is it true that home economics has been strongly influenced by the ideologies of capitalism and individualism to its detriment, and has lost its way in relation to community? Home economics has perhaps in the past been too eager to follow the will o'the wisp, to be trendy. But it has also been able to see a need and respond. We must recognize ethical dilemmas and accept paradoxes and ironies. As Jean Bethke Elshtain has pointed out, in *Democracy on Trial* based on the CBC 1993 Massey Lecture Ideas series, "Breaking out of a rigid public-private dichotomy but recognizing and seeking to preserve some version of a public-private distinction is a complex task but a necessary one." Describing the private domain of the home as separate from the public world and its ideologies through using the metaphor "Hestian" helps the realization that the private domestic domain does exist and needs care and attention. How to integrate home economics literature and tradition into a body of knowledge that identifies "home economics" to the public world presents a challenge.

The centrality of caring, taking care, respecting difference while being inclusive, is an underlying dominant

Mot des rédactrices

C'est Susan Turnbull Caton, la nouvelle rédactrice en chef de la *Revue canadienne d'économie familiale*, qui m'a invitée à rédiger l'éditorial de ce premier numéro préparé par le nouveau comité de rédaction. Je suis heureuse de pouvoir profiter de l'occasion pour faire mes adieux et pour remercier tous ceux qui ont contribué leurs articles, leur temps et leurs efforts pendant notre mandat.

Ce qui suit est la réflexion rétrospective d'une rédactrice en chef sur quatre années de la *Revue* - ce que j'ai glané des textes et des idées des divers auteurs, d'un point de vue intérieur à l'espace familial et en considérant l'« économie familiale » comme le maintien d'un environnement propice au bien-être de la famille. Les nouvelles quotidiennes font de plus en plus état du foyer et de ce que sa perte peut causer: la clochardise, les camps de réfugiés, le déracinement engendré par des politiques mal avisées et les catastrophes naturelles ou artificielles, etc. Dans la *Revue*, nous avons présenté le foyer comme un espace conçu pour les relations intimes, et pour la famille en tant qu'unité sociale, productive et consommatrice. Prévu pour être un espace à la fois physique et émotionnel pour la famille, le foyer n'existe pas dans l'isolement, mais plutôt dans l'interaction, car il affecte et est affecté par l'environnement naturel, les autres familles, les communautés locales, les gouvernements provinciaux, régionaux et nationaux, ainsi que l'économie locale, régionale et globale. Éducation des enfants, programmes scolaires, éducation sur la mort, pauvreté infantile, culture matérielle, technologie, nutrition et gestion des ressources alimentaires sont autant de sujets liés à cet espace familial. Les biens matériels fabriqués sont l'expression des valeurs d'une culture : leur disparition du foyer ou de la communauté provoque un véritable déracinement culturel. Pour les professionnels de l'économie familiale, le dilemme est d'éviter que l'emphase mise sur cet espace familial ne soit déformée en un stéréotype du genre « la place de la femme au foyer ».

La famille peut être vue comme une ressource pour une société. Il existe à l'heure actuelle une nette tendance à retransférer plus de responsabilités à la famille : les soins de santé, les soins des malades et des personnes âgées, les patrouilles de voisinage, le recyclage des ordures, etc. Mais ceci se fait sans toutefois offrir de ressources ni créer de communauté.

Notre attention est attirée par le besoin des idéologies les plus courantes d'être critiques. Est-il vrai que l'économie familiale a été, à son propre détriment, fortement influencée par les idéologies capitaliste et individualiste, et qu'elle s'est égarée en ce qui concerne la communauté ? Dans le passé, l'économie familiale a peut-être été un peu trop pressée de suivre le feu follet et de se mettre au goût du jour. Elle a cependant pu reconnaître les besoins existants et y répondre. Nous devons reconnaître les dilemmes éthiques et accepter les paradoxes et les ironies. Comme l'a fait remarquer Jean Bethke Elshtain dans *Democracy on Trial* (d'après la série Ideas de 1993 produite par la SRC), « sortir d'une stricte dichotomie public-privé, tout en reconnaissant

thread woven into the complex fabric of home economics. Attending to the needs of children and the strategic needs of women is surely a precondition for the well-being of families. Responsibility for our children beyond the walls of home includes caring in the classroom and in preschool and tackling child poverty. If any sector of society is abused and devalued, the whole society suffers. The theme from the NGO Forum at the Beijing World Conference on Women, "Look at the world through women's eyes" is appropriate for home economics. The areas of concern highlighted at Beijing, such as health and education, work, poverty, political participation, human rights, the environment, and peace, could be significant categories of concern for home economics, possibly more relevant in today's world than the usual subject matter divisions.

Current interest in policy formation and its effects on families and home economics suggests that individual, collective, and policy actions be directed towards seeing that words from World Summits become converted to action. Authors have discussed food security and the recent Food Summit, noting that local people need to have authority and control over their own food supply. Although home economists are found working at each link on the chain of food events, they need to be more visible.

Contributions to the *Journal* have been concerned more with the well-being of families than with the personal betterment of practising professionals (often a primary concern for professional associations). Collective action, advocacy, and collaboration based on a foundation of members' shared meanings, values, beliefs, and ways of practising, even within a diversity of occupations and personal situations, are proposed for home economics associations. Home economics has been described as unique in that it combines the personal and professional. Thus it can be a link between the private and the public. Standards of Practice for registration as a requirement for professional practice necessarily emphasize the public world. But the place of home economics in the public world is difficult to define. Its chameleon character, although in reality a strength, is, at the same time, a disadvantage.

We gain a clearer vision of the present and future when we take time to look back. Earlier, home economics programs included "citizenship" in the curriculum as well as "hygiene." Besides household skills and management and an emphasis on education, home economists in the past debated and acted on issues in the broader community, which they referred to as "social housekeeping." From the past to the present there have been continuing debates: Is education job training only? What is the place for clothing construction? What about technology that changes household functioning and "re-orders our moral senses"? What about the environment in relation to Native people's food supply, suburban development, and environmental illness? What is the place of men in home economics? A recurring theme is that esoteric knowledge of the expert is no longer sufficient but families need the power to have a say in decision-making.

Home economics has been called an endangered species, in good company with the blue whale and Siberian tiger! Yet it is also seen as being at the cutting edge of social issues. CHEA is unique among home economics associations around the world in its very successful International Development program. We can learn from ID partnerships. Around the globe, perspectives differ. In many places, families still are the fundamental production and social unit,

et en cherchant à préserver une certaine forme de distinction entre public et privé, est une tâche complexe mais nécessaire ». Utiliser la métaphore hestienne pour décrire le domaine privé du foyer comme un espace distinct du monde public et de ses idéologies permet de comprendre que le domaine domestique privé existe et nécessite une certaine attention. Le défi est de découvrir comment intégrer la littérature et les traditions de l'économie familiale à un corps de connaissances qui identifie l'« économie familiale » au grand public.

La centralité de l'attention, des soins, et du respect des différences sans promouvoir l'exclusion, est une trame sous-jacente dominante intimement entrelacée au tissu complexe de l'économie familiale. Prendre soin des enfants et répondre aux besoins stratégiques des femmes sont assurément des conditions sine qua non du bien-être familial. Assurer la responsabilité des enfants en dehors du foyer familial consiste à s'occuper d'eux en classe et à la maternelle, et à combattre de la pauvreté infantile. Il suffit qu'un seul secteur de la société soit brimé et dévalorisé pour que toute la société en souffre. Lors de la Conférence mondiale sur les femmes de Beijing, le thème du Forum des ONG (« Voir le monde au travers des yeux d'une femme ») était bien lié à l'économie familiale. Les secteurs de préoccupation soulignés à Beijing (santé, éducation, travail, pauvreté, participation politique, droits de la personne, environnement et paix) pourraient s'avérer d'importants terrains d'action pour l'économie familiale, plus pertinents peut-être dans le monde actuel que les divisions habituelles en la matière.

L'intérêt actuel dans l'établissement des politiques et leurs effets sur la famille et l'économie familiale suggère que les initiatives individuelles, collectives et d'orientation visent à convertir les conclusions des sommets mondiaux en actions. Certains auteurs ont discuté de la sécurité alimentaire et du récent Sommet de l'alimentation, remarquant que les populations locales ont besoin d'avoir le contrôle de leur propre approvisionnement. On trouve déjà des professionnels de l'économie familiale à chaque maillon de la chaîne alimentaire, mais ces professionnels ont besoin d'être plus visibles.

Certaines contributions à la *Revue* se sont préoccupées d'avantage du bien-être familial que de l'amélioration personnelle des professionnels en exercice, amélioration qui est souvent le souci principal des associations professionnelles. Action collective, défense des intérêts et collaboration basée sur des définitions, des valeurs, des croyances et des pratiques partagées par un ensemble de membres (en dépit d'une diversité d'occupations et de situations personnelles) sont des thèmes souvent proposés par les associations d'économie familiale. L'économie familiale est considérée comme unique en ce qu'elle combine le personnel et le professionnel : elle peut donc agir comme un lien entre le privé et le public. Exiger des méthodes normalisées d'inscription pour l'exercice professionnel met nécessairement l'accent sur le domaine public. Il est toutefois difficile de définir la place de l'économie familiale dans le monde public : en effet, bien qu'il s'agisse en réalité d'un avantage, son caractère caméléon se révèle parfois un désavantage.

Notre vision du présent et de l'avenir est plus claire si l'on prend le temps de faire un retour en arrière. Les premiers programmes d'économie familiale proposaient des cours de « citoyenneté » et d'« hygiène ». Les conseillers en économie domestique discutaient alors non seulement des connaissances domestiques et de l'administration du and family and community relationships are interwoven with providing for daily needs.

In the *Journal*, many questions have been raised, such as what to do/ know/ understand/ be in relation to the world; what obstacles prevent families from thriving and contributing to the common good and well-being of society; how is it that we can allow our economy to be run in such a way that citizens are disenfranchised from the basic necessities of life? A key question is, What is our response? If it is silent, then other voices prevail and home economics disappears. Or we could see home economics as an ideal worth espousing, encouraging a commitment to "take up the specific burdens of one's own culture."

We don't need to be an endangered species. We don't need to be written off and disappeared. We do need to make common cause not only with other groups of similar purpose but with all those who have graduated from or are in home economics programs and have a commitment to family well-being. If all university home economics alumni could unite, we would have a powerful voice! Home economics in universities has been battered, beaten, and has, at various times and places, not been unbowed. Creative thinking could perhaps tap some CHEA endowment funds to make a place for missing voices and investigate the reasons for their absence. The *Journal* could be a voice for the thousands and tens of thousands who have benefited from home economics education.

We don't need to behave as victims. We can contribute to a caring society that supports the lives of the fragile to replace one that ignores and devalues the powerless. We have a tradition. The ingredients are there in that tradition. It is up to us to shape them for Hestian family well-being in the "real" (public) world of the 21st century. The *Journal* can help in the formation of a collective response.

Our new Editor and Committee will bring a fresh perspective to the production of the *Journal*. We extend to them our best wishes for the task. Every person has a different opinion: editors have to make decisions. I have appreciated the tolerance and co-operation of authors and others associated with producing the *Journal*. The *Journal* can provide words and ideas. But it is home economists who must take action.

J. Estelle Reddin, Former Editor

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foyer, avec un accent sur la formation, mais aussi de questions qui concernaient l'ensemble de la communauté (ce qu'ils appelaient le « ménage social »). Certains débats se poursuivent toujours. L'éducation n'est-elle qu'une formation professionnelle? A quel niveau doit se placer la fabrication des vêtements? Que faire des technologies qui changent le fonctionnement du foyer et « réorganisent notre sens moral »? Que faire au sujet de l'environnement en ce qui concerne l'approvisionnement alimentaire des peuples indigènes, le développement des banlieues et les maladies environnementales? Quelle est la place de l'homme dans l'économie familiale? L'insuffisance du savoir ésotérique des experts et le besoin des familles de participer au processus de décision sont des thèmes qui reviennent périodiquement.

L'économie familiale a été qualifiée d'espèce en voie de disparition, et placée au même rang que le rorqual bleu et le tigre de Sibérie! Et pourtant, elle est perçue comme étant à la pointe des questions sociales. Grâce à l'immense succès de son programme de Développement international, l'Association canadienne d'économie familiale bénéficie d'un statut unique parmi les associations d'économie familiale du monde. Nous pouvons apprendre énormément de ces partenariats de développement international. Les perspectives changent de par le monde, mais la famille est encore souvent l'unité sociale et productive de base, et les relations familiales et communautaires demeurent étroitement liées à la satisfaction des besoins quotidiens.

De nombreuses questions ont été soulevées dans la *Revue* : que doit-on faire / savoir / comprendre / être en ce qui concerne le monde? Quels obstacles empêchent la famille de s'épanouir et de contribuer au bien commun et au bien-être de la société? Comment peut-on permettre que notre économie soit gérée d'une manière qui prive les citoyens des nécessités les plus élémentaires? La question clé est la suivante : quelle est votre réponse? Si vous gardez le silence, alors les autres voix l'emportent et l'économie familiale disparaît. Ou au contraire, nous pourrions considérer l'économie familiale comme un idéal qui vaut la peine d'être embrassé et ainsi encourager un engagement à « accepter les fardeaux spécifiques à la culture de chacun ».

Nous n'avons pas besoin d'être une espèce en voie de disparition. Nous n'avons pas besoin d'être radiés et de disparaître. Ce dont nous avons besoin, c'est d'une cause qui nous rapproche non seulement d'autres groupes ayant des objectifs semblables, mais aussi de tous ceux qui ont reçu leurs diplômes de programmes d'économie familiale (ou y étudient à l'heure actuelle) et sont dédiés au bien-être familial. Si tous les diplômés en économie familiale de toutes les universités s'unissaient, l'économie familiale disposerait d'une voix puissante! Les programmes universitaires d'économie familiale ont été malmenés, maltraités et, à maintes reprises, forcés de se soumettre. Avec un peu d'imagination créatrice, certains fonds de dotation de l'ACd'EF pourraient être utilisés pour faire place aux voix absentes et pour découvrir les raisons de cette absence. La *Revue canadienne d'économie familiale* pourrait alors devenir la voix des milliers qui ont bénéficié d'une formation en économie familiale.

Nous n'avons pas besoin de nous comporter en victimes. Nous pouvons contribuer à une société humanitaire qui subvient aux besoins de ceux qui sont fragiles, afin de remplacer toute société qui ignore et dévalorise les impuissants. Nous avons une tradition. Tous les ingrédients sont dans cette tradition. C'est à nous de modeler ces ingrédients pour assurer un bien-être familial hestien dans le monde « réel » (public) du 21ème siècle. La *Revue canadienne d'économie familiale* peut aider à formuler une réponse collective.

Notre nouvelle rédactrice en chef et le nouveau comité de rédaction apporteront une nouvelle perspective à la publication de la *Revue*. Nous leur offrons nos meilleurs voux de réussite. Chacun a sa propre opinion, et c'est le travail du rédacteur en chef ou de la rédactrice en chef de prendre les décisions. J'ai apprécié la tolérance et la coopération des auteurs et de tous ceux qui participent à la publication de la *Revue*. La *Revue* peut offrir des articles et des idées, mais ce sont les professionnels de l'économie familiale qui doivent passer à l'action.

J. Estelle Reddin,ex-rédactrice en chef

Reader Forum

To the Editor,

We appreciate that you were interested in our paper, "Diversity of Life Events and Families in Japan and Canada," and published it in the *Canadian Home Economics Journal* Summer 1997, Volume 47, No. 3.

It would be appreciated if you would put a correction note about the authors, tables, and references in the next volume.

The research was conducted by:

Akiko Ueno, Home Economics teacher at Seisen Junior and Senior High School, Kanagawa
Mihoko Saito, Home Economics teacher at Ryogoku High School, Tokyo
Takako Okamura, Home Economics teacher at Tagara High School, Tokyo
Katsuko Makino, Professor at Ochanomizu University, Tokyo.

Sincerely yours,
Akiko Ueno

Editor's Note:
Space limitations prevented the publication of all tables in the Journal article. Additional references and tables of data relating to the study are available from the principal author:

Akiko Ueno, Home Economics teacher
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200 Shiromeguri, Kamakura
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In Appreciation

We owe our sincere appreciation to Estelle Reddin and members of her editorial team, Sheri McBride, Debbie MacLellan, Nancy E. Reddin, and Alleyne M. Murphy. For the past four years, they ably directed the work of the *Canadian Home Economics Journal*, the primary and crucial communication channel of our Association. Estelle has been a very active Home Economist throughout her professional life and, when the anticipated joys of retirement were looming, she took on the 'job' of Journal Editor. Without delay, she successfully formed an effective group of professionals to work with her (see the cover of the Fall 1997 cover), and the tangible results are to be seen in the previous 16 issues of the *Journal. Elle est une vraie amie de l'Association, et nous la remerçions mille fois.*

Bonne chance, Estelle!

PAST ROOTS
Alice Chown

Contributed by Linda Peterat

> *"Away down in a corner of my mind...has been the conviction that women must fight the tyranny of clothes. It takes too much time to keep them up to the latest change of style. Unless one has a long purse one cannot afford good materials for such fleeting fashions.... If I could once solve the problem of suitable clothes, if I could always be well dressed in suitable garments for whatever work or play I was indulging in, I could have a much calmer existence" (Chown, 1988).*

Courtesy of Queen's University Archives

I posted these words written by Alice Chown in 1906 on the bulletin board this year to mark November 28, "Buy Nothing Day." They seemed as timely today as they were then in expressing the human search for ideals and fundamental values by which to live. They reflect the desire for a simpler, anti-materialist life style sought by many today, and by some home economists throughout the years.

Alice Chown was born in 1866 and educated at Hamilton Ladies College and Queen's University. She began her well-known book *The Stairway* in 1906 with the provocative words: "Today I am free. My first day of freedom! It is my new birth! Life begins for me today. Forty years old...." (1988, p. 5). *The Stairway* chronicles her freedom and experiences following the death of her mother, and during the next thirteen years. It was first published in 1921, and reprinted in 1988.

Chown was the only daughter and second youngest child in a family of six brothers. She struggled for her own right and all women's right to be educated. She was the first Canadian to participate in the Lake Placid Conferences when she attended in 1900 as field secretary of the Canadian Household Economics Association. She attended the second, third, fourth, and sixth of the ten conferences and presented three papers. At the fourth conference, in a paper titled "Effect of some social changes on the family," she concluded "we can bear in mind that the struggle of our age is for all to attain self-realization and that the tendency of every phase of life is from devotion to externals to development of principles, from outward inward, from the form to the spirit underlying that form" (American Home Economics Association, 1902, p. 35).

Chown contributed existentialist insights, a focus on ideals, and a passion for social justice to the Lake Placid Conferences. Her views were not among those that dominated the deliberations but they resonated with other home economists such as Marion Talbot, Benjamin Andrews, and George Vincent. Chown began her freedom by working in settlement houses of New York where she was on the staff of a trade union college for the training of union leaders. In the introduction to the reprint of *The Stairway*, Chown's great niece describes her as a catalyst in the many causes she took up, and as "a feminist, suffragist, pacifist, settlement worker, writer, home economics advocate, journalist, labour activist, labour college teacher, and peace activist" (1988, p. vi). In 1909 she travelled to England to take part in the Womens' Suffrage Parade. Following this she organized the Equal Franchise League in Toronto. Much of her time and nearly all of her small resources were invested in various co-operative communities. She travelled to Geneva in 1935 for the Assembly of the League of Nations and was president of the Women's League of Nations Association, Toronto branch.

Of all her writings, she considered her best to be a paper entitled *The Joy of the Minority*. In it she wrote: "The minority have the initiative, the consciousness of ever growing, expanding life. They have the exultancy of new creation, the joy of discovery, the thrill of proving their novel ideas. It is difficult to decide which is greater, the ecstacy of a new thought or the conviction that comes through experience that the thought was true."

There is continuing interest among women scholars in Alice Chown, her ideals and accomplishments. The struggles for equity, justice, and peace which focused her energies are as relevant today as they were a hundred years ago. Above all, Alice Chown was a visionary and leader. She died in 1949.

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Alice Chown

par Linda Peterat

"Quelque part dans un recoin de mon esprit... se trouve la conviction que les femmes doivent combattre la tyrannie des vêtements. Les conserver à la dernière mode prend trop de temps, et à moins de posséder une bourse sans fond, il est impossible de se procurer de bons matériaux pour ces styles éphémères... Si une fois seulement, je pouvais résoudre le problème des vêtements convenables, si je pouvais être toujours bien habillée avec des vêtements adaptés aux activités professionnelles ou récréatives auxquelles je m'adonne, mon existence en serait bien plus tranquille " (Chown, 1988).

Courtesy of Queen's University Archives

Cette année, à l'occasion du 28 novembre (le « Jour sans achat »), j'ai posté sur le tableau d'affichage ces mots écrits par Alice Chown en 1906. Ils me semblaient, en effet, tout aussi appropriés de nos jours qu'ils l'étaient à l'époque pour exprimer cette recherche des idéaux et des valeurs fondamentales qui guide notre existence. Ils reflètent le désir de revenir à un mode de vie plus simple et moins matérialiste qui anime de nombreux individus aujourd'hui, et a poursuivi de nombreux conseillers en économie domestique au fil des années.

Née en 1866, Alice Chown reçut son éducation au Hamilton Ladies College et à Queen's University. Elle commença son fameux livre, *The Stairway*, avec ces phrases provocantes : « Aujourd'hui, je suis libre. Mon premier jour de liberté ! La vie commence aujourd'hui pour moi. À quarante ans...» (1988, p. 5). *The Stairway* est une chronique de la liberté et des expériences vécues par l'auteur pendant les treize années qui suivirent la mort de sa mère. Paru pour la première fois en 1921, ce livre fut de nouveau publié en 1988.

Alice Chown était la seule fille et l'avant-dernière née dans une famille qui comptait sept enfants. Elle se battit pour son droit, et celui de toutes les femmes, à une éducation. Elle fut la première Canadienne à participer aux conférences de Lake Placid, auxquelles elle assista en 1900 en tant que secrétaire régionale de l'Association canadienne d'économie familiale. Elle assista aux deuxième, troisième, quatrième et sixième conférences (il y en avait dix), et présenta trois articles. À la quatrième conférence, elle conclut ainsi sa présentation intitulée « Effet de certains changements sociaux sur la famille » :

« N"oublions pas que le plus difficile aujourd'hui est pour tous d'arriver à un épanouissement personnel, et que la tendance de chaque période de notre vie semble passer d'une dévotion aux éléments externes à un développement des principes, de l'extérieur vers l'intérieur, de la forme à l'esprit sous-jacent à cette forme » (American Home Economics Association, 1902, p. 35).

Une perspicacité existentialiste, une focalisation des idéaux et une passion pour la justice sociale furent les plus grandes contributions d'Alice Chown aux conférences de Lake Placid. Ses opinions ne furent pas parmi celles qui dominèrent les discussions, mais elles intéressèrent vivement d'autres spécialistes de l'économie domestique, dont Marion Talbot, Benjamin Andrews et George Vincent. Alice Chown commença à profiter de sa liberté en travaillant dans des centres d'œuvres sociales de New York, où elle était employée par un collège de formation pour dirigeants syndicaux. Selon la préface écrite par la petite-nièce de l'auteur pour la nouvelle édition du livre *The Stairway*, Alice Chown se révéla un catalyseur pour les nombreuses causes qu'elle épousa, ainsi une « féministe, une suffragette, une pacifiste, une ouvrière communautaire, un écrivain, une championne de l"économie domestique, une journaliste, une militante du travail, une enseignante de collège des travailleurs et une militante pour la paix » (1988, p. vi). En 1909, elle se rendit en Angleterre pour participer à la parade des suffragettes. À la suite de cette manifestation, elle organisa à Toronto la Ligue pour l'égalité du droit de vote. Elle investit la majorité de son temps et presque toutes ses maigres ressources financières dans plusieurs communautés coopératives. En 1935, elle se rendit à Genève pour l'assemblée de la Société des Nations et fut élue présidente de l'Association des femmes de la Société des Nations, bureau de Toronto.

De tous ses travaux, *The Joy of the Minority* est celui qu'elle considérait comme son meilleur ouvrage. Dans cet article, elle écrivit que « la minorité possède l'initiative, la conscience d'une vie toujours en pleine croissance. Elle possède l'exultation de la nouveauté, la joie de la découverte, l'excitation de prouver ses idées originales. Il est difficile de décider ce qui est le plus merveilleux : l'excitation causée par une nouvelle idée ou la conviction acquise par expérience que l'idée était bonne ».

Alice Chown, ses idéaux et ses accomplissements demeurent des sujets d'intérêt permanents pour les femmes de lettres. La lutte pour l'égalité, pour la justice et pour la paix à laquelle elle dévoua sa vie est aussi à propos aujourd'hui qu'elle l'était il y a cent ans. Plus que tout, Alice Chown était une visionnaire et une meneuse. Elle mourut en 1949.

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Debit Cards, Smart Cards, E-money, and the Consumer Interest

Sue L.T. McGregor

Debit Cards

Consumers can now use their ATM card for two purposes. First, when they put their ATM card in an automated teller machine and key in their Personal Identification Number (PIN), they access their deposit accounts holding their money. Once in the system, they can withdraw or deposit money, transfer money between their own accounts, and pay bills. Second, when they put the same card in a Direct Payment Terminal (DPT) at a store or office, keying in the exact same PIN, they are using their "debit" card and giving the financial institution directions to transfer money from their account to the retailer's account. The latter transaction is an example of EFT/POS, or electronic fund transfer at point of sale, paying for items on the spot without having to use actual paper money, coins, or paper cheques. Credit cards are not part of this scenario. They involve using someone else's money whereas debit cards involve using your own money. Debit cards are electronic cheques with the entire country "on line" for only the last three years. But already, over 70% of the population use debit cards for purchases. *Interac* is the largest, and most familiar, debit card server with others including Cirrus and Plus (Advanced Card Technology Association [ACT], 1997; Interac, 1995).

Telephone Banking

Consumers who have a telephone and bank accounts at a financial institution which provides the service can now pay bills from their home over the telephone. Each consumer has a secret access number which she keys in on the phone pad after dialling the 1-800 number to access the service. The first time the consumer connects with the system, s/he keys in account numbers for up to six credit cards or utilities, for example, with each account assigned a code (e.g., Sears may be #1, Eaton's #2, etc). The consumer then has the option to transfer money from chequing, savings, or bank card to pay bills including credit cards, utilities, cable companies, municipal taxes, tuition, and insurance payments. Consumers can also check balances, apply for loans, buy RRSPs, draw funds from lines of credit, increase their credit limit, even obtain loan balances. Before and after each transaction, the account balance is provided and, after the transaction, a four digit confirmation number is given in case there are issues to redress at a later date. This service is only a phone call away from anywhere in the world (Royal Bank, 1995); people can pay their bills while vacationing in Aus-

Résumé

Cet article présente, dans leur ordre actuel d'adoption au Canada, cinq technologies de paiement en pleine émergence : les cartes de débit, les opérations bancaires effectuées par téléphone, les cartes à puces, les opérations bancaires virtuelles et les transactions sur Internet. L'article examine les modes d'utilisation et d'adoption actuels de chaque système et leur évolution prévue, ainsi que le niveau de protection sur lequel les consommateurs d'aujourd'hui peuvent compter. Nous évoluons inexorablement vers une société démonétisée. Au cours des vingt dernières années, nous sommes passés des guichets automatiques bancaires (les GAB) aux cartes de débit (McGregor, 1986, 1988), qui sont devenues une réalité pour tous, à l'exception des 660 000 Canadiens qui ne possèdent pas de compte en banque, soit 3 % de la population (St Amant, 1997). Le système canadien de paiement continue à évoluer dans de nouvelles directions, y compris les opérations bancaires par téléphone, les cartes à puces, les opérations bancaires virtuelles et les transactions sur Internet. Cet article explore ces nouvelles technologies d'argent électronique (ce qu'on appelle « e-money ») dans leur ordre d'évolution et d'adoption actuel et futur, et discute du niveau de protection offert aux consommateurs dans chaque cas. Enfin, ce problème de consommation est présenté comme une occasion pour les professionnels de l'économie familiale d'améliorer le bien-être économique des consommateurs et des familles en influençant le dialogue continu qui existe entre les intervenants et les décideurs.

Abstract

This paper profiles five emerging payment system technologies in order of their current level of adoption in Canada: debit cards, telephone banking, smart cards, virtual banking, and Internet shopping. It describes the current and predicted usage and adoption patterns, and the present level of consumer protection. We are inexorably moving to a cashless society. In the last twenty years, we have evolved from automated banking machines (ATMs) to debit cards (McGregor, 1986, 1988). Debit cards have become a total reality for all but the 660,000 Canadians who do not have bank accounts, 3% of the population (St Amant, 1997). The Canadian payment system continues to evolve in new directions including telephone banking, smart cards, virtual banking, and Internet transactions. These emerging e-money technologies are discussed in order of their current and predicted level of evolution and adoption. The current and anticipated levels of consumer protection for debit cards and other e-money instruments are also addressed. Finally, this consumer issue is positioned as an opportunity for the home economics profession to enhance consumer and family economic well-being by influencing ongoing stakeholder and policy maker policy dialogue.

Editor's Note

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tralia simply by telephoning.

Smart Cards

Whereas debit cards are called electronic cheques, smart cards are known as an electronic wallet or purse. Instead of a plastic card with a magnetic strip (like credit cards, banking machine cards and debit cards), a smart card is a plastic card, shaped exactly like a credit card, which is embedded with a microcomputer chip enabling it to be a microprocessor as well as a storage tool (Canadian Payment Association [CPA], 1997). This microchip has an operating system similar to MS DOS or Windows. Also, just like a computer, the tiny chip, about 1/4 inch square, has spreadsheets which are capable of performing calculations! The latest smart cards have as much processing power as an early Apple II Personal Computer (PC) and can store as much information as several dozen sheets of closely typed letter size paper (Taylor & Foremski, 1996). The technology is over 25 years old, with wide usage in Europe and Asia, but is just appearing in Canada (ACT, 1997). French (1997) and Taylor and Foremski predict that, eventually, we will be able to consolidate credit, debit and smart cards onto one card, taking us even further away from paper.

Smart cards are also called stored value cards (SVC's) because value (money) is electronically stored in the computer chip and unloaded as the consumer spends money. The average amount of money capable of being stored on the card ranges from Cdn $500.00-1,000.00 with many small stored value cards storing low values ranging from $10.00-200.00 (Industry Canada, 1996). Smart cards provide yet another way to carry money (ACT, 1997). Brand names for these cards include Mondex, Exact and Visa Cash and all three are currently being pilot tested in either Ontario or British Columbia. While the latter two cards are examples of pre-paid cards, Mondex is electronic cash, *e-cash.* When using e-cash, consumers slip their smart card into a hand held, pocket sized, battery operated device (called a cash tracker) enabling them to transfer money between two people. This tracker also lets consumers set or change their password. Consumers can also transfer money between two people on specially designed telephones (called Vista 360 Screen Phones, being piloted in Quebec and Ontario) (ACT, 1997; Eiley, 1997; French, 1997; Industry Canada, 1996).

Privacy issues for smart cards will allegedly be minimized because smart cards can be partitioned in the same way that a multi-drawer file cabinet can, each drawer having a separate and unique lock. Any attempt by an unauthorized user to tamper with or jam the lock will result in the computer in the card shutting down. Indeed, instead of medical, social insurance, drivers license and birth certificate information being stored on the face of the card where anyone can read it, this information will soon be stored *in* the card on the computer chip (ACT, 1997). "The future looks bright for smart cards, especially for smaller transactions in vending [machines, pay phones or public transit] and secured transactions for electronic commerce on the Internet" (PR Newswire, 1997, p.1).

Virtual Banking

Eiley (1997) refers to virtual banking as "banking by mouse" because consumers use their personal computer (PC) to access their accounts at financial institutions. Virtual banking refers to simulated reality; that is, people do not go to the physical branch to bank but are still able to bank (Royal Bank, 1996a). Virtual banking is a very new financial service option in Canada, only introduced in late 1996 by the Big Six banks and one trust company (Eiley, 1997; Onstad, 1996) and Van City Credit Union. Consumers access this service through their computer, phone line, and modem by acquiring proprietary computer software and a toll-free telephone number, the latter two provided by the financial institution. Services range from dial-up services only, Internet services only, or a combination. Except for cash withdrawal (which is coming soon by downloading money onto a smart card), virtual banking permits consumers to do everything they do now with a human teller including: reviewing account balances; making bill, credit card, mortgage, insurance and loan payments; and transferring monies between accounts (Eiley, 1997).

Most proprietary (bank designed) software packages come with some form of personal portfolio management disk or software package as well. These packages enable consumers to build customized budgets, get automatic payment updates, track expenses, analyze investments and spending habits, and receive on-screen financial advice. People will still be able to connect with bank employees via telephone, fax, e-mail, regular mail, courier, or in person. In the future, consumers will be able to download electronic money from their accounts on their PC onto their smart card eliminating the current downside of not being able to access cash via virtual banking (Eiley, 1997). Soon consumers will be able to slip their smart card into a slot into their telephone at home which, when hooked up to their PC, will reload money directly from their account. Essentially, their home phone will become their ATM (Onstad, 1996). In fact, in a pilot project in Quebec and Ontario, conducted by Bell Canada, specially designed pay phones have been designed to do just this; consumers can use their smart card at this virtual bank machine (ACT, 1997; French, 1997).

On-line Internet virtual banking began in early 1995 and is spreading, but financial institutions do not expect it to be widely adopted rapidly. They are counting on it retaining existing customers, however (Brethour, 1996; Eiley, 1997). Consumers can apply for mortgages, consumer loans or RRSP's on institutional home pages on the Internet although they have to appear at the bank in person to sign the papers (Ramsay, 1997) or sign and return papers via courier (Industry Canada, 1996). On the Internet, all consumers need is their ID, a password, and a deposit account (Harris, 1997a).

Internet Shopping

Internet refers to the interconnected telecommunications network made up of millions of computers around the world (Royal Bank, 1996a). McQueen (1997) coins an interesting phrase for Internet shopping, "virtual shops," referring to window shoppers, a pun on the computer window or screen. Buying goods and services on the world wide web means that "virtual shops are being unshuttered but it will take some convincing for consumers to do more than browse" (p.49). Indeed, only 2.5% of Canadians who use the Internet have ever bought anything (Scott, 1997). But, although it is hard to think of store fronts, retail tenants, shopping malls, advertising, marketing and window shopping or browsing in terms of sitting in front of a computer screen, it is reality. Consumers can even order custom made designer jeans on the Internet without ever trying them on simply by entering their measurements into a computer assisted design (CAD) online program (Royal Bank, 1996a). The Internet has even become available at ATM's. Imagine browsing the virtual shopping mall while people queue up behind in real life to do other banking activities (McQueen, 1997).

Shopping on the web entails consumers browsing store offerings using on-line catalogues and photos and entering their credit card number onto the order form, directly onto the Internet. In some cases, rather than using a credit card, "virtual money" will be used to make payments in these electronic stores, with two popular types being Digicash and CyberCash. With Digicash, for example, consumers buy electronic tokens from the bank, load them onto their PC and then spend the tokens in the electronic stores (Industry Canada, 1996).

Concerns for security will be partially addressed by using encrypted credit card numbers (Harris, 1997b) hopefully contributing to a reduction in legitimate consumer skittishness about putting detailed personal information into the information highway, or cyberspace (Ramsay, 1997). Encryption refers to complex algorithmic codes that ensure network privacy in cyberspace which refers to on line computer networks (Royal Bank, 1996a). Despite these precautions, 75% of Canadians who use the Internet suspect that it is not safe to shop in cyberspace with a credit card. This situation may soon be remedied when the new security protocol called SET - secure electronic transactions - is implemented by Visa and MasterCard. SET is designed to make sure that credit-card purchases on the Internet are as safe as purchases in a regular store (Scott, 1997).

Current and Predicted Consumer Use and Adoption

There are more than 18,000 banking machines across Canada and over 190,000 point of sale debit terminals in stores (140,000) and offices across Canada. This reflects the phenomenal, exponential growth of debit cards. The volume of debit card transactions increased from 3.3 million in 1990 to 185.2 million in 1994; the number of terminals increased from 2,561 in 1990 to 189,898 in 1994; the total value of transactions vaulted from $310 million in 1990 to $18 billion in 1994. Also in 1994, each adult Canadian used an ATM an average of 41 times a year, the highest usage pattern in the world second to Iceland. More than 70% of Canadians use debit cards to make purchases. Canadians spent over $18 billion a year using debit cards and engaged in over one billion *Interac* debit transactions in 1996. There are over 44 million ATM cards and credit cards in Canada which can access *Interac's* cash dispensing services (ACT, 1997; Interac, 1995; Keating, 1997).

In a period of four years, we now use debit cards more than we do credit cards, which have been in use for 40 years. More than half of all retail transactions in Canada are currently delivered through non-branch channels such as ATM's, debit cards, PC's and telephones. Seven percent (7%) of transactions were with debit cards in 1996, and this is expected to peak at 20% by the year 2000. The usage of cheques and ATM's is down 13%. The uptake of the smart card in Bell Canada's Quebec/Ontario ongoing pilot was so great that, within one year, Bell Canada converted more than two thirds of its existing 110,000 pay phones to be able to receive the pre-paid smart phone card (French, 1997).

Canadians are known around the world as early adopters of new payment technology (DeLaurentiis, 1997; Eiley, 1997). Canadian banks project that over 10% of Canadian transactions will be by PC in 2001; currently, only 0.1% of all transactions are made in this manner. Statistics Canada reports that over two million Canadians (one million households) have access to the Internet, as of 1996 (McQueen, 1997). Ballance (1997) refers to a recent Angus Reid poll which suggests even higher Internet usage with one third of Canadians having access to the Internet in 1996. There is no doubt that e-money is our new reality (see Table 1).

Impact on the Consumer Interest

The traditional major players in the payment system in Canada are financial institutions, government, and consumers. This is changing profoundly with the major players now including retailers, interconnected computers, interactive multimedia, and the Internet (Royal Bank, 1996b). We are moving into the frontier of a digital economy based on the networking of human intelligence via technology. This evolution is possible because physical things become virtual with people operating through a digital network. Instead of tangible flows of cash, cheques, and invoices, we will be dealing with bits, or 1 and 0 electrical charges, that can be stored in a computer and moved at the speed of light. Never before in all of history has a technology spread so fast as the Internet (Tapscott, 1996). Debit cards, telephone banking, smart cards, virtual banking and Internet

Type of Transaction	Dollar Value	% of retail sales in Canada
Visa & Mastercard (bank Cards)	$67 billion	29%
Debit Cards	$30 billion	15%
Internet Sales	$25 million	0.1%
Cash ($10.00 or less)	$75 billion	35%
Other methods includng non-bank credit cards, cheques, pre-authorized debits, money orders, lines of credit, over draft, cash advances, et cetera	not available	21%* * approximately to total 100%

Table 1: Types of consumer transactions as percentage of retail sales in Canada
Sources: Harris, 1997b; Keating, 1997

transactions, and both the payment and personal wealth growth aspect of the digital economy, will have profound implications on consumer well-being. ACT (1997) claims that, once consumers become more *techno-comfy*, the use of these new technologies will continue to spread in exponential numbers. We have to ask if the exponential adoption of this technology is in the best interest of the consumer?

Consumer Protection for Debit Cards

In 1992, Canada released the *Voluntary Code of Practice for Consumer Debit Card Services* with signatures, indicating adherence to the code, from consumers, industry (financial and retail) and governments. The Department of Consumer and Corporate Affairs Canada (now Industry Canada) decided not to entrench legislation because the technology was changing so fast that the legislation would be quickly outdated. In contrast, a code is easier to keep current. Indeed, it was revised in 1996 and is currently under a third review (Keating, 1997). The code outlines industry practices and consumer and industry responsibilities to protect the consumer. The code applies only to transactions in Canada, not those in other jurisdictions. It covers the following topics: issuing debit cards and PINS; debit cardholder agreements which include dispute resolutions, liability, loss or theft of card, PIN confidentiality, service charges, and ending the agreement; the content and format of debit card transaction records and statements; security while using the terminal; liability for loss; and resolving disputes. The revisions in the 1996 code pertained mainly to dispute resolutions and clarification of terms used in the code. The 1997 review is focusing on visual privacy while keying in the PIN, provision of information to consumers regarding how to guard the security of their PIN numbers, and increasing the transparency of the wording of the code (Keating, 1997). The code is available from Industry Canada and the Canadian Payment Association.

Consumer Protection for E-money

The 1996 revised EFT/POS code does not cover smart cards or any of the other emerging e-money technologies. Industry Canada (1996) has adopted a "wait and see" position regarding consumer protection for e-money. It wants to monitor the marketplace to see if an unfettered market will regulate itself if left to innovation and competitive pressures. This sentiment was ardently expressed by the Department of Finance and the Bank of Canada at the 1997 CPA conference. Representatives from these departments maintain that, until we know for certain that the existing legislative regime *cannot* handle the consumer issues related to e-money, it is best to wait and see and monitor other country initiatives since it is far too early to tell how rapidly the technology will evolve and be embraced (Freedman, 1997; Hamilton, 1997).

As home economics professionals, we have to ask if this laissez faire (let things be) approach is best for the consumer. Industry Canada (1996) identifies and comprehensively discusses consumer protection issues related to e-money using the conventional consumer interest concepts of privacy and security, information, liability and redress, cost and pricing, and access and choice. Freedman (1997) and Hamilton (1997) extend this list of issues to include: money laundering, fraud and counterfeiting, cross border transactions and deposit insurance coverage (is the money stored on the smart card or in the PC still considered to be deposited until it is spent?). St Amant (1997) and the Task Force on the Future of the Canadian Financial Service Sector (1997) flag the issues related to the exclusion of the 660,000 Canadians who do not have an account, a credit card, a phone, a personal computer, or access to the Internet. As a result, these consumers continue to be driven to alternative financial services (AFS) or fringe banking, cheque-cashing money marts, loan sharks, income tax discounters, money orders from post offices, pawn shops, rent-to-own, et cetera, another consumer issue itself (Swagler, Burton & Koonce Lewis, 1995).

An Opportunity to Influence the Payment System Policy Dialogue

As home economics professionals concerned with the economic security of consumers, it is our responsibility to join the wide range of stakeholders affected by this issue so that the voice of consumers can remain in the policy dialogue about the evolution of the payment system. How consumers pay bills, access their deposit accounts, make investments, plan for their retirement and future economic security, record health related information, shop, communicate and interact with other human beings is going to be profoundly affected by rapidly advancing e-money technology.

Among other things, we are challenged to learn and use new jargon, track new and changing alliances between industry, consumers, governments and service providers, manage different relationships, read in unconventional venues so we can track the evolution of e-money technology, attend a new collection of association conferences, manage networks with non-traditional informants, and monitor the government's position on, and industry lobbying for, a market based versus a regulatory approach to consumer protection.

Three New Policy Bodies

Part of our professional role also is to see this phenomenal change as an opportunity to contribute to the three government bodies recently struck to deal with the future evolution of the Canadian payment system. In December 1996, the CPA initiated a Stakeholder Advisory Council, chaired by consumer advocate James Savary, tasked with providing broad advice and counsel to CPA on payment issues stemming from the merging of the settlement of funds transfer with e-money and Internet technology.

At about the same time, the Bank of Canada and the Department of Finance (DOF) struck two other bodies, the Payment System Advisory Committee (PSAC) and the Task Force on the Future of the Canadian Financial Service Sector. Both entities report to the DOF and are tasked with identifying the necessary legislative changes in the context of the evolutionary technological environment for financial services. One proposal is that we redefine the financial sector using a functional definition rather than a sectoral definition. Instead of the four traditional pillars of insurance, banks, investment agencies, and trust companies, we should now refer to (a) issuers, (b) acquirers (including consumers), and (c) providers of technology. A very different financial service sector matrix emerges from this perspective (DeLaurentiis, 1997) with unknown implications on consumer interest and well-being.

Of special interest to the profession is the provision in the 1997 Task Force discussion paper for contributions from stakeholders on changes in the best interest of Canadian consumers. While the bulk of the Task Force's mandate is to foster competition, innovation, and economic growth within the financial sector, it also asks for input on how the financial sector can better serve the interests of consumers, especially women, minorities, and those of low income. Blackwell (1997) quotes stakeholders who are concerned that "the underlying tone [of the Discussion paper] is that government can't do much to solve consumer problems" (p.4). This should be of concern to home economists too. The Task Force is asking for opinions on whether the current regulatory framework provides reasonable consumer protection and on what obligations the financial service sector has to provide services to all Canadians, including marginalized citizens.

Conclusion

Debit cards and e-money are our new reality. Canada's annual personal disposable income in 1996 totalled $513 billion (Retail Council of Canada, 1997) and consumers already spend 4% of this income using debit cards ($18 billion). This may not seem very great at first glance but, consider that debit cards have only been in existence nation wide for four years and that more and more people are experimenting with the concept of e-money as a way to manage their financial resources. For these consumers, wealth management is becoming a growing concern rather than bill payment. More and more, consumers are buying retirement vehicles and building and managing investment portfolios on the Internet and over the telephone via virtual banking. The payment system was not developed to handle wealth management but rather to clear cheques and transfer monies using paper based instruments. Furthermore, there is an escalating trend for consumers to serve themselves in the payment system by accessing their money through technological means at their own convenience as their needs dictate (Ballance, 1997).

Technological innovation of the payment system is now consumer pulled rather than bank driven, as was the tradition in Canada (Ballance, 1997). However, not all consumers benefit (if that is what the outcome will be) from this evolution. Three percent (3%) of Canadian consumers (over two thirds of a million people) are excluded from these new payment channels, making them even more marginalized than they are now. Their potential "reliance on alternative financial services can be a symptom of dysfunctional financial practices and the costs associated with the AFS can debilitate a family budget" (Swagler et al., 1995, p.11).

We have a pivotal role to play in regard to this consumer policy issue. Family economic security is at the heart of this consumer issue and also at the heart of our professional mandate. We bring a unique, holistic, educational, preventative and developmental perspective to the dynamic, evolving payment system. We are challenged to embrace this opportunity to conduct new research, analyze the impact of this technological change on the interest of consumers, and share the results of both, plus our recommendations, with policy makers and families themselves.

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Canadian Home Economics Association

Home Economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing, and aesthetics. Home Economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Code of Ethics

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practise home economics to the best of my abilities, and to:

1. Uphold the mission of home economics to enhance the quality of daily life for individuals and families.
2. Support the Association and further its aims.
3. Discharge my professional duties with integrity.
4. Strive to provide the best service available and only that service for which qualifications are possessed.
5. Inform the public and employer of possible consequences of services, products, and policies which may impact the well-being of individuals and families.
6. Strive to make judgments and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7. Strive to protect the public in the event of unethical or incompetent behaviour of colleagues and fellow family professionals.
8. Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9. Maintain high standards of professional practice through continuing education, critique and reflection of professional experience, and participation in dialogue with the professional community.
10. Reflect critically on optimum conditions for human health and well-being.
11. Conduct myself at all times so that no dishonor befalls individual members or the profession.

Association canadienne d'Économie familiale

L'Économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des ressources, l'économie de la consommation, les aliments et la nutrition, l'habillement et les textiles, l'habitat et l'esthétique. L'Economie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences, et des arts en vue d'aider la population dans la vie de tous les jours.

Code de déontologie

En qualité d'économiste familiale et de membre de l'Association canadienne d'économie familiale, je m'engage â pratiquer l'économie familiale aux mieux de mes competences et à:

1. Appuyer le mission de l'Économie familiale, qui consiste à améliorer la qualité de la vie quotidienne des personnes et des familles.
2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec integrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifiée.
5. Informer le public et mon employeur des effets possibles des services, des produits et des politiques pouvant influer sur le bien-être des personnes et des familles.
6. M'efforcer de porter des jugements et de recommander des solutions de façon rationnelle, juste et impartiale quand il est question de confidentialité et de conflits d'intérêt.
7. M'efforcer de protétger le public si des collègues et des professionnels de ma spécialisation font prevue d'incompétence ou manquent à la déontologie.
8. M'efforcer de traiter la clientèle et mes collègues dan un esprit d'équité et de coopération.
9. Garder des normes élevées de pratique professionelle grâce à la formation permanente, à une réflexion objective touchant l'expérience professionnelle, et au dialogue dans mon milieu professionnel.
10. Réfléchir objectivement sur les conditions optimales nécessaires à la santé et au bien-être des personnes.
11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

Detecting Nutritional Risk Among Canadian Seniors

Debbie MacLellan

Currently, more than 3 million Canadians, or 12% of the population, are 65 years of age and older (Statistics Canada, 1992). In the next 25 years, that figure is expected to rise to over 20% of the population (Statistics Canada, 1985). These projected increases, in both the number and proportion of older Canadians, have implications for both the family and our society as a whole, especially with respect to health care.

Older Canadians are more likely to suffer from chronic conditions, to be limited in their daily activities, and to have illnesses that are serious enough to require hospitalization (Federal, Provincial, and Territorial Advisory Committee on Population Health, 1996). It has been estimated that 11% of all Canadians above 65 years account for 30 to 40% of medical and nursing expenses (Chandra, Imbach, Moore, Skelton, & Woolcott, 1991). A growing body of research suggests that good nutritional status influences the health status of the elderly and that malnutrition is associated with increased morbidity and mortality (Chima, Barco, Dewitt, Maeda, Teran & Mullen, 1997; Chandra, 1992; Bogden et al., 1988). It is also estimated that, although the majority of Canadians remain functionally well until a very advanced age, approximately 85% of noninstitutionalized older persons have one or more chronic conditions that could improve with proper nutrition and that up to half have clinically identifiable problems that require nutrition intervention (Chandra et al., 1991). Quality of life is often adversely affected by the disability and dependency associated with nutrition-related chronic conditions.

Malnutrition is a condition that results from an excess, imbalance or deficit of nutrient availability in relation to tissue needs (Nutrition Screening Initiative, 1991). In older people, malnutrition is a complex condition caused by the interaction of multiple factors. However, it generally develops in a fairly predictable fashion. Evidence of marginal or poor nutritional status often exists long before clinical signs and symptoms of overt malnutrition occur. For example, the biochemical evidence of inadequate iron intakes exists long before the clinical signs are evident.

Identifying those at risk for malnutrition through nutrition screening is the first step towards developing intervention programs to prevent, control, or improve nutrition-related conditions, thus improving the quality of the lives of the elderly and reducing associated health care costs. Nutrition screening is the process of identifying the presence or occurrence of factors known to be associated with inadequate dietary intake and/or other nutrition-related problems (Nutrition Screening Initiative, 1991). Its purpose is to identify people who are malnourished or who are at risk of becoming malnourished (Coulston, Craig, & Voss, 1996). A risk factor is a characteristic which increases the likelihood that an individual has or will have problems with nutritional status. The greater the number of these characteristics and the longer they persist, the greater the likelihood that an individual will develop malnutrition (Nutrition Screening Initiative, 1991).

The purpose of this paper is to describe these "early warning signs" for poor nutritional status in the elderly; report on some of the screening tools that are currently available to

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Résumé

Un nombre de travaux de recherche de plus en plus grand laisse supposer qu'un bon état nutritionnel influe sur l'état de santé des personnes âgées et quil existe un lien entre la malnutrition et un taux croissant de morbidité et de mortalité. Plusieurs enquêtes sur l'alimentation suggèrent que les tendances alimentaires de la moitié de la population des personnes âgées du Canada comportent certains risques de carences nutritionnelles. Le fait d'identifier les personnes à risque de malnutrition par des évaluations nutrionnelles pourrait permettre d'améliorer la qualité de vie des personnes âgées et réduire les coûts des soins de santé connexes. On a tenté de mettre au point des outils d'évaluation valides, mais il s'est avéré difficile d'en concevoir un qui soit à la fois spécifique et efficicace. Cet article porte sur certaines des questions qui touchent l'évaluation des risques nutritionnels, fait rapport sur trois des outils d'évaluation présentement disponibles pour les programmes d'évaluation et propose certaines suggestions quant à la façon de réduire la prévalence des risques nutritionnels chez les aîné, au Canada.

Abstract

A growing body of research suggests that good nutritional status influences the health status of the elderly and that malnutrition is associated with increased morbidity and mortality. Several dietary surveys have suggested that as many as half of the elderly population in Canada have eating patterns which carry some risk of nutritional inadequacy. Identifying those at risk for malnutrition through nutrition screening has the potential to improve the quality of the lives of the elderly and reduce associated health care costs. Attempts are being made to develop valid screening tools; however, it is proving difficult to design one that is both specific and sensitive. This paper will explore some of the issues surrounding the assessment of nutritional risk, report on three of the screening tools that are currently available for use in screening programs, and offer some suggestions on how we can reduce the prevalence of nutritional risk among seniors in Canada.

assess nutritional risk and their use among noninstitutionalized elderly; and to offer some suggestions on how we can reduce the prevalence of nutritional risk among seniors in Canada.

Nutritional Risk Factors

In Canada, few studies have examined the nutritional status of older adults although it has been suggested that as many as half of the elderly population have eating patterns which carry some risk of nutritional inadequacy (Yeung, Scythes, Zimmerman, & Pennell, 1986). A limited number of food intake surveys on small samples of Canadians over age 65 suggest that mean energy intakes are consistently below the recommended intake and that the most common nutrient deficiencies include protein, vitamins A, C, D, thiamin, and B6, and the minerals calcium, zinc, and iron (Chandra, 1992; Donald et al., 1991; Lee, Olson, & Friel, 1984; PEI Department of Health and Social Services, 1981). There are many variables that predetermine poor nutritional status. These include type or amount of food intake, which may, if inadequate, give rise to vitamin or mineral deficiencies, undernutrition or starvation, protein-energy malnutrition, and imbalances (such as those of type and amount of fat or sodium) and excesses (as of energy or alcohol). These deficiencies, excesses, and imbalances may be present alone, or, more likely, in combination.

Along with these intake variables that predict poor nutritional status are other risk factors that have been identified as increasing the likelihood that an individual will develop malnutrition. These include social isolation, depression, dementia, dependency, functional disability, poor oral health, chewing and swallowing problems, overuse of prescription and/or over-the-counter drugs, and advanced age (Dwyer, 1991). Nutritional problems secondary to disease or pathological conditions are also of concern.

It is difficult to determine the extent of nutritional risk in the elderly population as there are many ways of measuring it and its varying degrees of severity. Depending on the definition used and the population studied, the prevalence of malnutrition has been cited to range from 5 to 85% (Guigoz, Vellas, & Garry, 1994; Cederholm & Hellerstrom, 1992; Rudman & Feller, 1989). Although most studies have shown that institutionalized elders have a higher degree of nutritional risk, a recent survey of community-dwelling seniors in metropolitan Toronto indicated that 59% were classified as being at nutritional risk (City of Toronto Department of Public Health, 1995). MacLellan and Van Til (1997) found that over one-third of community-dwelling elderly on Prince Edward Island were at nutritional risk.

Screening for Nutritional Risk

The historical focus of nutrition screening has been on the hospitalized patient. However, with the current emphasis on health promotion and illness-prevention that has accompanied health care reform, there has been increased interest in the use of screening programs in the community. A screening program is often established to identify clients who are at high risk for poor nutritional outcome in order to target them for special care and thus avoid or minimize the risk of further nutritional depletion. For example, health professionals often use screening tests at the community level to target high-risk pregnant women for nutrition counselling.

In order to correctly identify any health problem, a valid screening tool is required. Ideally, screening tools are designed to identify people who either have a disease that can be effectively treated in the early stages or who are at high risk for a disease and therefore can benefit from intervention measures to reduce their risk (Monsen, 1992, p. 105). To be valid, the tool must have an acceptable level of sensitivity and specificity, i.e., the test is positive in those who have the disorder and negative in those who do not. Furthermore, there must be a proven therapy for the disorder and early intervention must be available and beneficial. The disorder that we are concerned with, in terms of screening for nutritional risk, is malnutrition. In the case of malnutrition, early intervention may be available in terms of nutrition support programs in the community such as Meals on Wheels, congregate meals, provision of home care workers, as well as professional dietetic intervention. The benefits of early nutrition intervention in the elderly with regards to recovery from illness, rehabilitation, immune status, body strength, and well-being have been well established (Chima et al., 1997). It has been argued, however, that data linking malnutrition, identified in its earliest stages, to subsequent adverse health outcomes are few and usually have not considered other factors (e.g., diseases) that may contribute to these outcomes (Reuben, Greendale, & Harrison, 1995).

Despite the difficulties inherent in designing a nutrition screening tool, several have been developed in an attempt to address the problem of early detection of nutritional risk among the elderly. The Mini Nutritional Assessment (MNA™) was developed for Clintec by the Nestlé Research Center in Lausanne, Switzerland, and the University Hospital in Toulouse, France. The MNA™ is a simple assessment tool which has been cross-validated in three studies involving more than 600 elderly subjects in Europe and the United States (Guigoz, Vellas, & Garry, 1994). Although the MNA™ has been shown to be a sensitive indicator of nutritional risk, it relies on several anthropometric measures that may be difficult to accurately assess with an elderly person, e.g., body mass index and mid-arm circumference, and requires a knowledge of neuropsychological problems which limits its use in a noninstitutionalized setting.

In Canada, Helen Payette, of the Centre de recherche en gérontolgie et gériatrie, Institut universitaire de gériatrie de Sherbrooke, Québec, developed a screening tool to identify functionally dependent free-living seniors at risk of dietary deficiency (Payette & Gray-Donald, 1994). The tool, which is a brief questionnaire, is administered by a health professional and then a score is calculated to identify one's risk level. A validation study among 150 seniors receiving home support showed the tool to be very sensitive for detecting those at moderate risk (7%), as well as highly specific for screening out those not at a high level of risk (77%). Payette and her coworkers are currently evaluating the effectiveness in their nutrition screening program of using this tool to reduce the prevalence of inadequate intake in free-living frail elderly.

The Nutrition Screening Initiative (NSI), a national collaborative effort in the United States, developed several strategies for increasing consumer awareness of nutrition problems and detecting nutritional risk among older people in different settings (Lipschitz, 1991; Ham, 1991; White, 1991). One such strategy was the "DETERMINE Your Nutritional Health" checklist (Table I). This screening instrument has been validated against calculated nutrient intake in an elderly population in New England (Posner, Jette, Smigelski, Miller, & Mitchell, 1994). A score of 0-2 on the checklist indicates good nutrition status, 3-5 indicates moderate nutrition risk, and 6 or more indicates high nutrition risk.

The accuracy with which the DETERMINE checklist detects risk of malnutrition is also an area of concern. Some questions, such as those regarding alcohol use and living alone, may not be effective in identifying risk. Phillips (1995) found no significant correlation between risk as identified by the checklist and risk as detected by measuring dietary inadequacy measured with the 131-question food frequency questionnaire of Willett. Payette and Gray-Donald (1994) showed that several common factors presumed to indicate risk in the general elderly population such as inadequate financial resources, social isolation, and poor dentition did not predict poor dietary intake in a sample of free-living frail elderly. However, poor vision and stressful events did emerge as independent determinants of dietary adequacy in their study.

In the Prince Edward Island component of the second phase of the Canadian Study of Health and Aging (CSHA-II), an add-on study of nutritional risk using the DETERMINE checklist was conducted in 1996 (MacLellan & Van Til, 1997). The Canadian Study of Health and Aging (CSHA) is a longitudinal study designed to estimate the prevalence of dementia among elderly Canadians (Canadian Study on Health and Aging Working Group, 1994). The sample for the nutritional risk study was composed of noninstitutionalized older persons, aged 70 years and older, living in urban and rural areas. The final sample consisted of 215 subjects (68 males, 147 females). Most subjects were either married (46%) or widowed (44%) and eighty-three (39%) lived alone. Most subjects (83%) reported their health to be either "very good" or "pretty good." Only 6% reported "poor" or "very poor" health status. The most commonly reported health problems were arthritis or rheumatism (58%) and high blood pressure (45%). Data from the DETERMINE checklist indicated that most subjects were either at no nutritional risk (63%) or moderate risk (27%). Taking three or more medications per day (40%), eating alone (38%), changing food intake due to illness (24%), and eating few raw fruits or vegetables or milk products (23%) were reported most frequently.

	NO	YES
I have an illness or condition that made me change the kind and/or amount of food I eat	0	2
I eat fewer than 2 meals per day	0	3
I eat few raw fruits or vegetables or milk products	0	2
I have 3 or more drinks of beer, liquor, or wine almost every day	0	2
I have tooth or mouth problems that make it hard for me to eat	0	2
I don't always have enough money to buy the food I need	0	4
I eat alone most of the time	0	1
I take 3 or more different prescribed or over-the-counter drugs a day	0	1
Without wanting to, I have lost or gained 10 lbs. in the last 6 months	0	2
I am not always physically able to shop, cook, and/or feed myself	0	2
Total		

Table 1: Questions from the "DETERMINE Your Nutritional Health" checklist

Source: The Nutrition Screening Initiative, 1010 Wisconsin Ave. Washington, DC 20007.

It is important to recognize that several problems were encountered with the use of this screening tool in this survey. Interviewers found that several items were not very specific, e.g., "I eat few raw fruits or vegetables or milk products," and some questions were phrased negatively e.g., "I don't always have enough money to buy the food I need." In addition, respondents found several questions difficult to understand. When asked if they ate fewer than two meals per day, respondents had difficulty in interpreting the concept of a "meal." The DETERMINE checklist was originally produced as an awareness and educational tool. The evidence now seems to indicate that it has limited effectiveness as a nutrition screening tool (Sahyoun, Jacques, & Russell, 1994).

Reducing Nutritional Risk

The elderly are a remarkably heterogenous group in terms of health, autonomy, and social and economic supports (National Institute of Nutrition, 1996). The institutionalized elderly, the frail elderly living at home, and the community-dwelling "well" elderly all have different nutritional problems and concerns. As a result, the identification of the many different dietary, medical, socioeconomic, and demographic risk factors and indicators of poor nutritional status can be a challenge. It may be that the "ideal" screening tool may never be developed. However, the goal of attempting to develop nutritional screens should be pursued. Raising awareness among the medical community, government agencies, community support agencies, seniors themselves, and their caregivers, of factors that predict malnutrition by using tools such as the DETERMINE checklist can lead to the identification of nutrition problems soon enough to correct them. However, it is important to remember that nutrition screening is only the beginning of an ongoing process. Screening tools are not designed to diagnose the condition of malnutrition and thus people identified as being "at risk" for poor nutritional status should be further evaluated through the use of more in-depth nutritional assessment techniques.

A system-wide approach to the problem of malnutrition in the elderly, similar to that developed by the Nutrition Screening Initiative in the United States (Nutrition Screening Initiative, 1991) is essential. Reducing the prevalence of nutritional risk among the elderly requires that individuals, communities, and government agencies work together to ensure that nutrition education efforts are strengthened and that community nutrition programs (e.g., meals on wheels, wheels to meals, congregate dining) are provided. Expansion of home care and senior day care programs that include nutrition screening and intervention will also help to alleviate the problem. Ongoing applied nutrition research is also essential.

Conclusion

Many gaps still exist in our knowledge about the nutritional requirements of the elderly population, their dietary preferences, their actual food intakes, and the most appropriate ways to enhance services to meet specific needs and wants. The challenges for home economists working with the elderly and their caregivers are many, including: understanding the nutritional needs and food preferences of this heterogenous group of individuals, being aware of the risk factors for malnutrition, and being informed about the services currently available to support nutritional health. We can make a difference by raising the awareness of seniors in regards to nutrition by educating them and their caregivers as to the warning signs and risk factors associated with malnutrition, as well as by advocating on their behalf to improve access to meal support programs and income supplements.

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Artifactual Reality: Household, Technology, and Education

Beverly Pain and Reginald Fleming

Both schools and families are expected to prepare young people for entry into the public domain, the world of marketplace work. Families are also expected to prepare young people for the work of the private domain, but the role of the school in this area is often not made explicit. Schools and families do not exist separately from social, political, and economic forces. Although it is recognized that schools are contextualized and that learning occurs in "alternate environments," the context of home and family is often ignored. It is our contention that not only must schools take responsibility for preparing students for the work of the home and families, they must also recognize that the home and family provides an important alternate environment or "context" in which learning occurs. If schools are expected to teach about technology and the impact of technology, the context of home and family cannot be ignored.

Teaching about technology, especially in the context of the impact of technology on home and families, has always been a part of the discipline of home economics. "Hestian concerns related to the household, family, society, science, technology, and the environment run through the Lake Placid Conferences (1899-1908) that launched the American Home Economics Association, the academic discipline of Home Economics, and the distinctly Hestian profession of home economist" (Thompson, 1992, p.149). However, the teaching of the impact of home and families on technology is a rather recent addition to the field and needs to become a central focus of home economics.

Theoretical Models for Family and Technology

A Model for Family

A human ecological model of family was utilized in the study reported here. From this perspective, "a human ecosystem includes human beings existing in interaction with the total environment" (Bubolz, Eichler, & Sontag, 1979, p. 28). This model designates "three conceptually distinct but interrelated environments: natural, human-constructed, and human behavioural" (p. 29). The *natural* environment is "formed by nature with space-time, physical, and biological components" (p. 29). "For human survival, such fundamental resources as air, water, space, food and energy supplies, and shelter from extreme temperatures and dangers, human and otherwise, are essential" (Andrews, Bubolz, & Paolucci, 1980, p. 33). The *human-constructed* environment is defined as "an envi-

Résumé

En se servant d'un modèle théorique créé par l'intégration d'un modèle de sociotechnologie et d'un modèle d'écologie humaine, on a examiné comment des étudiants de milieu rural voient le rôle de la technologie dans leur propre vie. Alors que leurs vues se centraient surtout sur les composantes d'artefacts et de savoir-faire, ce qu'il y avait d'unique était qu'ils se préoccupaient des conséquences sociales et environnementales de l'utilisation d'artefacts. Les étudiants voulaient que les hommes et les femmes soient enseignés au sujet des technologies domestiques, à leur école communautaire, par des enseignants qui interagissent avec d'autres étudiants et non pas par le biais de technologies d'éducation à distance. On discute des conséquences des préoccupations sociales des étudiants vis-à-vis les technologies, leurs écoles et leurs familles.

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Notes

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Abstract

Using a theoretical model created by integrating a sociotechnology model with a human ecological model, the views of rural students on the role of technology in their own lives were examined. While these views often centred on the components of artifacts and know-how, what was unique was the concern with the social and environmental implications of artifactual use. Students wanted males and females to be educated about household technologies in their community school with delivery by teachers in interaction with other students, not via distance technologies. The implications of students' social concerns over technology, their schools, and their families are discussed.

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ronment altered or created by human beings" (Bubolz, Eichler & Sontag, 1979, p. 29). Humans have altered the natural physical and biological environments and these are referred to as the sociophysical and sociobiological components. Examples of such alterations include the development of roadways, manufacture of machines, and genetically altered crops. Also included is the sociocultural component which is comprised of "other social and cultural constructions" (Bubolz, Eichler and Sontag, 1979, p. 29) "such as language, values, norms, social patterns, systems, and institutions that provide the basis for communication, order, and coordination of human activities" (Andrews, Bubolz & Paolucci, 1980, p. 33). The *human behavioural* environment also consists of three components: the biophysical component, that includes people's physical presence and bodily movements; the social component, being interactions with others; and the psychological component, consisting of people's thoughts and emotions (Bubolz, Eicher & Sontag, 1979).

A Model for Technology

Fleming's sociotechnology model (Fleming, 1989) was also utilized. Its basic components are represented in Figure 1. This model assumes that understanding technology requires an understanding of the interactions between the artifacts or products of technology and their production and use. It was used in conjunction with the family ecosystem model to generate research questions. The "restricted definition of technology"—that of "know-how" and "artifacts" (Fleming, 1989, p. 392) — fits with the sociophysical and the sociobiological components of the human-constructed environment (Bubolz, Eicher, & Sontag, 1979). The sociocultural component of the human-constructed environment — which is comprised of "other social and cultural constructions" (p. 29) — fits with the "sociocultural system of manufacture" and the "sociocultural system of use" (Fleming, 1979, p. 392), as do the three components of the human behavioural environment.

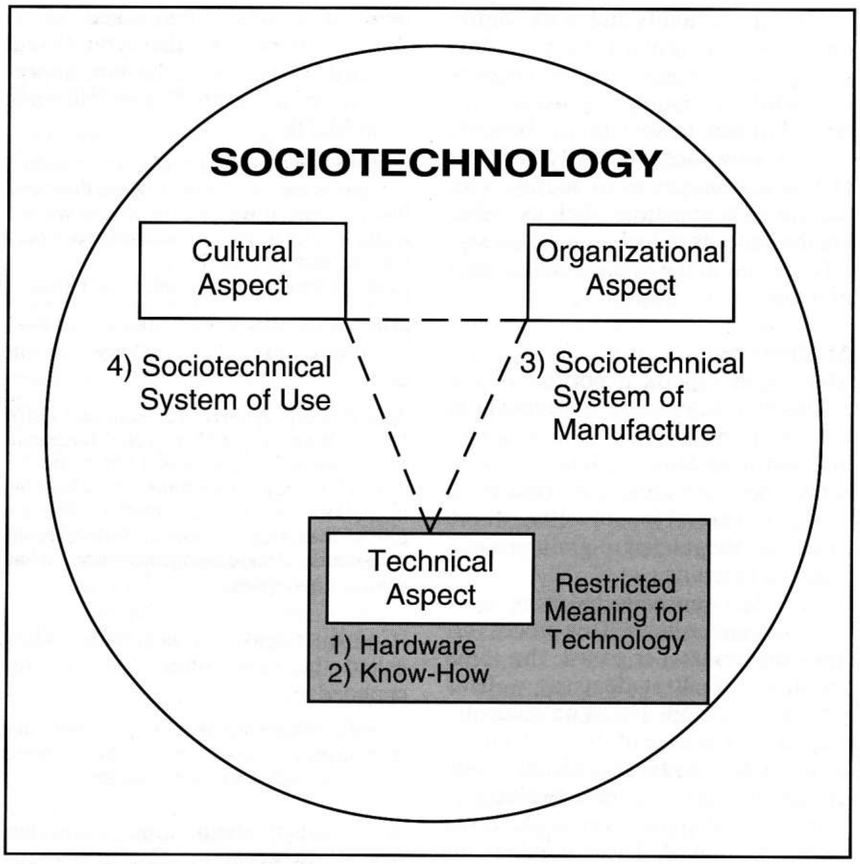
SOCIOTECHNOLOGY
Cultural Aspect
Organizational Aspect
4) Sociotechnical System of Use
3) Sociotechnical System of Manufacture
Technical Aspect
Restricted Meaning for Technology
1) Hardware
2) Know-How

Figure 1: A Model for Sociotechnology

Some early research findings (Fleming, 1987; Fleming, 1988) had hinted that students may view technology in an artifactual way. In further work, Fleming (1992) explored teachers' views of technology and found that most of the teachers in the study also had a restricted or artifactual view of technology. This view is one in which people, when asked to discuss the personal, economic, and political issues arising from technology in general, reply by naming a specific artifact such as heart pacemakers or new farm implements, assuming that naming an artifact is all that is required. We have called this phenomenon "artifactual reality."

Households, Technology, Schooling, and People

Teachers, students, and families of students were the focus of this study, for "the important, and often missing, element in overviews of technology is the connection to people" (Wallace, 1989, p. 46). It is Thompson's (1992) contention that, "severed from grounded meaning, art, science, and technology became, over time, abstract terms representing classes of phenomena and/or products divorced from the principles underlying their existence or creation. A simultaneous awareness of process/product relationships provides one with a deeper sense of the human connection to production" (p. 150). Ursula Franklin (1990) points out that "the task of redress requires the reintroduction of people into the technological decision-making process" (p. 127). Unfortunately, the introduction of people into the equation is often done in the guise of people as "experts." When we rely only on experts, we ignore the experience of those who work directly with technologies "day in and day out" (Franklin, 1990, p. 127). This not only disregards these people as "an important source of information" but, more importantly according to Franklin, there is a possibility that there is an "implicit attempt to keep people from challenging technology by making their direct experience appear marginal and irrelevant" (p. 127). This would be consistent with what Thompson (1992) refers to as a "Hermean orientation to technology" (p. 151). Franklin (1990) sees "disenfranchising people as one of the major obstacles to the formation and implementation of public policies that could safeguard the integrity of people and of nature" (p. 127). Thompson (1992) argues the need for inclusion of a "Hestian orientation of technology" (p. 151) to provide a balanced approach, and suggests a framework for what this might look like (pp. 151-153).

Unfortunately "we are far behind in teaching about the impact of technology on the family and of the family on technology" (Pain, 1991, p. 6). This is important, for as Arcus (1983) points out, while technology is usually intended to benefit society, the benefits do not flow automatically. Peterat (1988) encourages us to address with our students questions such as "what are the benefits of technology, the significance of it, the impacts and effects on families" (p. 13).

Methodology

This paper reports a portion of the results of a larger study involving both rural and urban students, their teachers, and their families. The data presented here are those collected from students in a rural school setting where most jobs are related to grain production and ranching.

The data were collected using semi-structured interviews. This process allows the researcher to ask the same questions of all students as well as probing questions based on students' responses. Because of the small enrolment in the study school, all grade eleven students (5), grade twelve students (2), and grade seven students (6) were interviewed. These numbers allowed for theoretical saturation. All the interviews were tape-recorded and transcribed. Transcripts were analyzed using constant comparative analysis in order to determine themes in the data patterns.

Research Findings

When students were questioned about what they thought of when they heard the term "technology," a number of themes emerged. These themes centred on what constitutes artifacts, what is the role of technology, and what technologies are used in homes.

What Constitutes Artifacts?

A consistent theme throughout the interviews was the notion that for many students only the technologies introduced during their life span were considered technological artifacts. The things that had always been there were not "technology." For example, when asked "what does it mean to you when I say technology?" [Sally] responded:

> [Sally]... computers come to mind, computerized things, cars, actual computers. I don't know, kitchen appliances are even computerized, ... I guess lots of things are more technology....

When asked what kind of kitchen appliances she was referring to, she listed washing things, microwave ovens, and new coffee pots. When asked "of all those technologies that you listed, which do you think are the most important to your family?" the interview went like this:

> [Sally]: I don't know if any are that important .... I guess we use the microwave the most.
> [Interviewer]: If we said tomorrow we are going to take away your microwave, would they scream and yell?
> [Sally]: I think probably not, I don't know.

After some discussion about who uses the microwave, the interview continued:

> [Interviewer]: What do you suppose would happen if we said, 'well, you can't have your fridge; we're going to take it tomorrow' ?
> [Sally]: Oh, boy, I think there would be a big fuss about that. That is something that is a part of everyday life now .... I never really considered a fridge being technology, it has always been there.

[Carol]'s response was similar. When asked the same questions, she responded:

> [Carol]: When things get ... better, like computers, they can get more convenienced, and things like that.

When asked about home examples, [Carol] responded:

> [Carol]: Well, when the microwave came out, we got one of them ....
> [Interviewer]: How about the fridge? That would be one?
> [Carol]: Well, that has been there all my life, though.

Even for the students who did recognize the refrigerator as an artifact, it seemed to be within the context of the "space-time" component of the environment. For example, [Nancy]'s version:

> [Interviewer]: ... Do you think that the fridge is technology?
> [Nancy]: Yeah.
> [Interviewer]: Why would you say that?
> [Nancy]: There never used to be fridges.

[Cam]'s version:

> [Cam]: VCR, microwave, if you call that technology. Uh, stereo ...
> [Interviewer]: (later) When you said 'microwave, if you call that technology,' what was on your mind?
> [Cam]: Well, it is sort of old technology. Like, we don't have a fax machine which is newer technology.

What is the Role of Technology?

Students felt there were three roles technology played: it makes life easier, it entertains us, and it leads to decreased socializing.

Technology makes life easier. When technology was used, it was "to make things a lot easier." For some students this was the actual language that they used. As [Karen] pointed out:

> [Karen] It is easier to use the washing machine than to use the scrub board, or things like that.

[Carl] said it this way,

> [Carl]: Well, you don't have to wash clothes by hand. You don't have to go out and warm up by the fire.

Other students described this in relation to being able to do work faster in order to have more spare time. [Don] made this point in relation to better farm machinery. For [Pearl], it was in reference to the microwave oven:

> [Interviewer]: So, why would you use the microwave in the first place, then, if we could use the stove?
> [Pearl]: Because it is quicker.
> [Interviewer]: Is that an important part of technology?
> [Pearl]: Today it is, because everyone is on a steady fast track, everything has to be now, it can't be later.

[Mona] talked about the possibilities of saving time and labour:

> [Mona]: Well, the dishwasher saves us time, like well labour, we don't have to do the dishes ... I think computers save time ... like, well, it depends if you can type or not. Like if you can type, it saves time by doing a report and stuff like that and it is easier to make corrections and you can add stuff in a report, but if you can't type well, then I guess it is not really efficient.

[Nancy] , even though her family did not have one, talked about the dishwasher making life easier as well:

> [Nancy]: It is easier ... than having to do it by hand.

[Sally] combined the concepts of faster and easier:

> [Sally]: It is faster. It is faster, easier.
> [Interviewer]: Faster, easier. Does that mean that your life is sort of really hectic?
> [Sally]: Well, no, but, I don't know, it saves time to do other things, I guess.
> [Interviewer]: Do you think that is what technology is all about?
> [Sally]: In some ways, yeah! ...Way back I guess when you took a picture then it would take forever by the time you got it back, but now you just even drop it off at a one-hour photo session and you've got it back.

While technology was perceived as contributing to an easier life style, there was not general agreement that this was always desirable. [Carl] saw technology as contributing to pollution. [Pearl] didn't believe that making things easier made it better:

> [Pearl]: I think it would be better if we had to do like my Grandma and Grandpa did... they had to really work, they knew what life was like, like the hard times and stuff. I think it would be better personally.
> [Interviewer]: You'd like a few hard times?"
> [Pearl]: Yea. I don't like everything handed to me. I like to go out and do it myself.

When [Cam] was asked, "what do you suppose your life would be like without these things (artifacts)," he replied:

> [Cam]: It would be a little different but it wouldn't be for the worse. It might be for the better, people are getting too lazy.
> [Interviewer]: So you think maybe then people would probably have to work more?
> [Cam]: Yea, which would be good.

Technology entertains us. Televisions, VCRs, electronic games, music-related electronics were considered within the context of entertainment. They were "fun," they were "enjoyable." This was a rural area without access to cable television; however, many of the family households had sophisticated satellite dishes. In these homes, television was as [Dale] put it:

> [Dale]: ...the main source of entertainment, since we don't go out much....because times were tough, and so since we have this dish it is a source of entertainment you already have. So it is cheaper than travelling all over and doing things.

Technology can lead to decreased socializing While [Dale] has just commented on technology as an important source of entertainment, he goes on to explain a down side to this use:

> [Dale]: Changes in the society altogether... now that the town here has satellite dishes, there is more people watching TV than before, because before they only had a couple of channels and there wasn't that much on. So people would do more, but now that there is TV, they all sit in the house more and watch it on TV.

[Trish] put it like this:

> [Trish]: If you have more TV or something, maybe you'd stay home more and watch TV more than you'd go out to socialize.

[Laurie] talked about television decreasing the communication within her own family:

> [Laurie] ... our family is large and we often argue and stuff so it is easier sitting just watching TV than talking to my sisters.

[Karen] talked about the change in her family with the introduction of satellite television:

> [Karen]: ... Dad watches TV all the time and Mom gets so disgusted because, you know, he is not playing cards with her or whatever, and they don't visit as often. That is a big social change because way back, you know, Mom always said that they used to go visiting every Sunday, or they used to do all this kind of stuff, and whereas now you tend to stay home more and watch shows and things like that.

[Karen] also talked about the changes in relation to farming practices:

> [Karen]: ... they don't have time to visit and communicate as much as they did, like they had to work harder... The families were much closer then because they worked together.... both of them had to help, help farm and anything, and now the tractor comes into place there.

When the conversation was moved by the interviewers into the possibility of introducing distance education technologies, there was strong opposition to the prospect. Most students were familiar with the concept as students in a neighbouring school had taken Grade 9 French through a televised distance education program. Even though this program had been televised to the school, there was a feeling that this was not to be condoned as it removed the direct human contact. Furthermore, given the distance involved in daily commute to schools and the nature of Saskatchewan winters, the possibility of introducing schooling through televised distance education via satellite was seen as very real. Many parents in the district would have done at least part of their schooling through distance education via "correspondence school." Neither parents nor students wanted this again.

Students wanted the human contact with teachers and with peers:

> [Trish]: One of the main reasons I like going to school is being with my friends and socializing and just being with people, and I think socializing with friends and learning how to socialize and carry on conversations and be a friend is part of growing up and life, and if you just stayed at home and learned from the TV, you wouldn't get any of that.

> [Karen]: If you were by yourself and learned all the time, you wouldn't learn how to communicate your ideas, it would just be one idea coming to you and you wouldn't be able to express your opinions. Like in class, we have great discussions about whether we agree with this — we always have little, I wouldn't say arguments, but discussions about what we think is right and whatever — and we get everybody's opinion, not just one. Too, I think it is important that you go to a classroom to learn.

What Technologies Are Used in Homes

When students were questioned about technologies that were used in their homes, the microwave oven was the most commonly cited, either as the first thought of or as one of the top three. It was considered to be an important component of their lives. As [Karen] said, "couldn't live without it." As we've previously discussed, it was seen as important because it was faster and saved time. This was followed by the television. The refrigerator ran a distant third in frequency of response, along with the stove, but the refrigerator was seen as more important to "the family," than to their own lives. The stove was also mentioned in relation to family use.

While we were left with the general impression that there was often a traditional division of labour in their homes now, students wanted to be prepared for the lives they saw themselves as leading. It was statements like the following that led to the impression of current divisions of labour.

When [Bob] was asked who used the microwave oven the most, he answered:

> [Bob]: ... mostly my Dad because he stays home by himself most of the time and he just warms things up ...

When [Laurie] was talking about the new school facilities and was asked if the guys used the microwave oven a lot, she replied:

> [Laurie]: No, ha, ha, not really. It is mostly the girls showing them how to use it ...

Later in a discussion of the importance of teaching cooking in the schools to the guys, [Laurie] said:

> [Laurie]: They are not going to get it at home because they think it is sissy.
> [Interviewer]: ... do they think it is women's work?
> [Laurie]: Yeah, they do. And I know a lot of women think that building things is guy's work, and they should have, we should have, a chance to do that at school.

[Cam], when discussing the use of the microwave and the stove, put it like this:

> [Cam] : Well, I know how to use it, but I don't use it because it is not my job.

However, whatever the division of labour was in their present situation, they wanted to be prepared for the world they felt they would be living in. They believed that both males and females should be learning about the same technologies. As [Laurie] said:

> [Laurie]: ... it would be the same, I would think, hope.

[Carol] thought that either should be able to learn about what they wanted to. [Trish] discussed the importance of everyone learning about "like new sewing machines, and new like saws and stuff ... and well probably the computers." This was similar to [Nancy] who talked about everyone having a chance to learn about "stoves ... computers ... and like, new things for building stuff." [Bob] wanted everyone to "learn how to cook and like the new things that are coming into today and that are mostly used."

When [Dale] was asked, "what sort of technologies do you think kids your age should learn about?" the interview went like this:

> [Dale]: Computers, um, most stuff you use everyday, well, like computers, appliances in the home, um, let's see, what else? Technology — I don't know just the basic everyday stuff you use in the home, I guess.
> [Interviewer]: Some people have said the men should use the computers and the women should learn all the stuff in the home. What would you say to that?
> [Dale]: Well, today it doesn't matter if guys do women things and women do guys' things, so ...
> [Interviewer]: What are women things?
> [Dale]: Well, traditionally — what was traditional?

What's Worth Knowing: A Summary of Students' Views

Artifacts and Know-How

The discussion on artifacts and know-how is centered in the human-constructed environment of the Family Ecosystem Model. Students did want to learn about "home appliances" and computers. Home appliances included those seen as assisting in feeding and clothing a family, those providing for home development and maintenance, and those used to provide entertainment.

Students also talked about the need to know about computers. They believe they are surrounded by computers. When asked to point out where, they made an artifactual response — "there's one in my car," "there's one in the till at the grocery store." They are not pointing out the presence of an actual computer. There is a great confusion over computer versus chip technology. In this light, arguments in favour of "teaching computers" in school fail. It appears that the black boxes of chip technology are what people are talking about. "Computers" is a metaphor, not a reality. It is a powerful metaphor. In people's minds, it acknowledges that we live in a digital world. It can be used as a marketing strategy for education. Most importantly, the word has become a slogan. Just as Roberts (1983) argued that scientific literacy had become a slogan, we argue that "computers" (sometimes hiding as "computer literacy") has become a new one. This slogan has been carefully marketed through the mass media. It is not surprising to find that people in schools are concerned with computer technology.

Students wanted to gain their know-how through practical hands-on experience. The need for practical experiences, the hands-on technology approach was seen as a necessary component of their education. They wanted to learn about home technologies and they wanted to learn about these at school. This was seen as important because as [Lisa] put it "There are a lot of people who don't learn it at home."

[Pearl]'s reasoning went like this:

> [Pearl]: ... because a lot of kids that live in town don't have a clue how to change a tire, how to change the oil in a vehicle that they are driving ... because a lot of people don't know how to cook and deal with food, like with their meats and stuff. A lot of them say take it out and throw it on the barbecue and don't have to worry about letting it thaw out and cooking it all the way through ... I've heard a lot of scary stories about, you know, poisoning from the meat and stuff because they aren't cooked and a lot of people, I think, should know about that.

Sociocultural System of Use

Discussion in relation to the sociocultural system of use involved transactions among all three of the environments of the Family Ecosystem Model. Students wanted to learn about the impact of technology on our lives today. They did not, however, seem to feel that they individually could have an impact on technology but many did feel their families could, in some way, and that education could maybe play a role as well. For example, television viewing could be monitored. As mentioned previously, several students were concerned with the impact of technology on socializing.

In relation to socializing, they did not want to be isolated by distance education. They wanted real contact with teachers and fellow students. They were also concerned about the impact expanded television channels had on socializing. In addition, they were concerned with the impact of television in relation to its content. For example, [Dale], who had also been concerned about the socializing aspect, put it this way:

> [Dale]: People see things on TV and they copy this, or do certain similar things and uh .... oh well, maybe violence, uh, sexual abuse, rape, stuff like that, see it on TV and be, maybe, more prone to think it is acceptable or something. That is a negative impact.

Another student put it this way:

> [Cam]: When I was little, it was the Smurfs, the happy-go-lucky Smurfs, you know. Now it is Teenage Mutant Ninja Turtles and, well, for one thing, I hate Teenage Mutant Ninja Turtles so I wouldn't want my kids watching these things. Um, poor grammar, poor everything.

While [Cam] wasn't concerned about the decreased socializing aspect, he was concerned with both the impact of the technology on the environment and the potential for job loss. [Carl] wanted to learn about the impact of technology on the environment. He seemed almost frightened of what was happening in terms of polluting. For example, he was concerned about the ozone layer with all the talk:

> [Carl]:... the hole is getting bigger and, ... heat rays, sunburn....

He wanted to go back in time and thought it might be nice to "get to live way down in the hills."

[Pearl] had a slightly different perspective. She was concerned that we are losing our connectedness with our resources:

> [Pearl]: Because it is just like you get it and you come back and it just comes from the store. They don't think of where else it came from, it is just at the store ....A lot of people say that is just in the store and they don't think about how they got it or where it came from, it is just there.

[Pearl] was also concerned with the impact of technology in a chronological sense. She put it this way:

> [Pearl]: Because a lot of people just figure, well it is there, I can use it whenever I want to.... But, like back in the Dirty Thirties and stuff, they respected what they had — they knew that there was a shortage, and if they didn't use it properly, they wouldn't have it any more. But today — oh, it is there, I can use it whenever I want to — and pretty soon it is going to run out, like the gas, natural gas and oil, it will run out some day — and they don't see it like that.

Not all students wanted to retreat, but others were definitely supportive of [Cam's] concern with technology's impact on job loss. [Karen] expressed it like this:

> [Karen]: ... technology I guess can be both good and bad too. Um, but you do change, like your lifestyle changes with computers too. Like when computers come in and do it, it makes your workload a lot less, but then sometimes they take jobs away from other people...

The need to understand "the good and the bad," "the impact on people of current systems of use," and "the impact of changes over time" were all seen as important.

Conclusion

Within the context of the models of family and technology, students' discussions often centered around artifactual reality. However, their explorations went beyond this artifactual reality. This finding is not consistent with the findings of Fleming's 1992 study, which explored teachers' views, nor with the study of students by Klerk Wolters, deRaat, and deVries (1990) who reported that "apparently students mainly associated 'technology' with machines and equipment and not with humans. They tended to see only the product-aspect of technology and not the process-aspect (designing, making and using things)" (p.118).

Students in our study discussed the role of technology, with this discussion centering primarily within these themes: technology makes life easier, technology entertains us, and technology can lead to decreased socializing. Students also discussed the use of technology in their own homes: who used these technologies, and what they believed was worth knowing. While there appeared to be a traditional division of labour in their homes, with women the primary users of the home technologies that did not centre on entertainment, students did not want their own educational experiences to follow these lines. Students believed males and females had to be educated about all home technological use in order to be prepared for the world they would be living in. Students wanted this educational experience to be obtained in their own community school. They wanted to have direct student-student and student-teacher interactions.

One message from this study was clearly the need to maintain a balanced approach. This need was expressed by Thompson (1992) and supports Collins' contention that "individuals and society as a whole must find ways to balance the old with the new — the high-tech with the soft-touch — as we rush ahead into the future" (1987, p.11). Students should have not only practical experience in using technologies and have some understanding about how they work, they should have the opportunity to develop skills which can be used to critique the impact these technologies may have in the world of today and the world of tomorrow.

In explorations such as this and in our teaching, when framing questions about technologies, one should start with the most familiar environment, that of the Hestian sphere, the environment of the home and family. Perhaps it is here, within this context, that we do balance the old with the new, the high-tech with the soft-touch, and do provide the sense of connectedness that helps students expand their understandings of technology.

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Demande d'articles 1998-99

La *Revue canadienne d'économie familiale* solicit des articles soit par des spécialistes en Économie familiale soit par toute personne intéressée à promouvoir le bien-être des personnes et des famillies. Les articles peuvent traiter d'aspects sociaux ou d'information dans les divers champs ou domaine de l'Économie familiale.

Dates limités d'envoi des manuscrits:

Automne	15 juin
Hiver	15 septembre
Printemps	15 décembre
Été	1^er^ mars

Current Literature

compiled by Nicole Davie and Susan Crichton

Clothing &Textiles/ Textiles et habillement

Environmental messages in fashion advertisements: Impact on consumer responses.

Kim, Y-K, Forney, J. & Arnold, E. (1997). *Clothing and Textiles Research Journal, 15*(3), 147-154.

This study examined if consumers' environmental concerns influence their responses to fashion advertisements. Photographs of models wearing fashionable casual apparel, either in nature or non-nature settings, were combined with environmental or fashion advertising claims and were reproduced as slides. Independent variables were advertising message (environmental vs. non-environmental) and environmental concern (high vs. low); the dependent variable was the affective response to advertisements. Female college students (*N*=120), enrolled in merchandising classes, recorded affective responses while viewing stimulus advertising slides. Environmentally-concerned subjects reacted more positively to fashion advertisements than did non-environmentally-concerned subjects, regardless of advertising message. As an interaction effect, environmentally-concerned subjects reacted more positively to the fashion advertisements with an environmental message; subjects who were not environmentally concerned reacted more positively to fashion advertisements without an environmental message. These findings demonstrate the importance of consumers' environmental concerns as a mediator of affective response to fashion advertisements, and suggest the need for further research.

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Resources for costume collections in American universities.

Arthur, L.B. (1997). *Journal of Family and Consumer Sciences, 89*(3), 57-60.

For curators of academic costume collections who are in the position of having to defend their use of resources, information on the current state of costume collections across the nation is essential. Curators housed in 102 Textiles and Clothing programs at American universities were surveyed to ascertain the current use of collection resources. Both the quantitative data and written comments indicated that inadequate resources, space and staff support were consistent problems. Findings provide quantitative support to collections curators who need to substantiate allocations for departmental resources.

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Apparel manufacturing business owners: A gender comparison.

Craig, J.S., Martin, R. & Horridge, P. (1997). *Clothing and Textiles Research Journal, 15*(1), 1-11.

Business owners were studied to determine if women approach business differently from men (integrative perspective). The population (*n*=578) served as the sample of Texas apparel manufacturing owners identified by U.S. Standard Industrial Classification codes. Validity and reliability were established for the five scales. Data analyses were conducted on 199 responses. Few significant differences were found between males and females on their individual, organization, and action dimensions expressed by business strategies, negotiating skills, management activities, and strategic postures. Some significant differences were found on the dimensions within the integrative perspective and sociodemographics. The conclusion is that women did not approach their business from an integrative perspective except in a few dimensions. Research should be continued to dismiss the stereotype that women often do not own successful businesses.

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Dress and the female gender role in magazine advertisements of 1950-1994: A content analysis.

Paff, J.L. & Lakner, H.B. (1997). *Family and Consumer Sciences Research Journal, 26*(1), 29-58. © 1997 American Association of Family and Consumer Sciences

This content analysis of magazine advertisements was conducted to examine changes from 1950 to 1994 in gender orientation of roles and dress of women in advertisements and to investigate ways in which women's dress has been used in advertisements to socially construct the female role. Findings indicate that women were most often depicted in feminine roles and dress. As time progressed dress became somewhat more masculine, but roles remained consistently feminine. Findings suggest that advertisers in *Good Housekeeping* and *Vogue* have not depicted women realistically. No direct relationship between the gender orientation of the women's roles and dress was observed; gendered roles of activity did not vary with traditional gender stereotypes of appearance within magazine advertisements across time. This finding is interpreted as a possible reflection of social changes related to the postmodern era. The need to reconsider the relationship between appearance and gender roles in a postmodern context is addressed.

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Family/Consumer Studies LaFamillle/Consommation et gestion

Characteristics related to elderly persons' perceived difficulty of remaining in their current homes.

Sherman, S. L. & Combs, E. R. (1997). *Family and Consumer Sciences Research Journal, 26*(1), 59-74. © 1997 American Association of Family and Consumer Sciences

The purpose of this study was to discover factors related to elderly persons' perceived difficulty of remaining in their current homes as they grow older. On the basis of the literature review, a conceptual framework was developed to guide the procedure for the research project. Data collected through personal interviews with 192 older persons living in a midwestern state were examined using analyses of variance with the least significance difference test and chi-square distributions. The findings suggest that unless older individuals are personally experiencing health and mobility problems, are currently having difficulty performing routine tasks, and/or are living further from services, they are not likely to perceive that it will be difficult to remain in their current homes as they advance in age. They do not appear to take into consideration the absence of support-related factors that force many older persons to leave their homes. Educational programs that help older persons recognize possible future challenges and make appropriate plans are suggested.

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A perspective on Canadian teenage births, 1992-94: Older men and younger women?

Millar, W. J. & Wadhera, S. (1997). *Canadian Journal of Public Health, 88*(5), 333-336.

This article uses vital statistics relating to births by Canadian mothers between 1992 and 1994 to examine the distribution of age of father by age of mother at the birth of the child. Over 77% of births to teenage mothers involved males who were older than the mother. At the time of the birth of the child, the mean difference between age of the teenage mother and the father was 4.1 years, compared with a mean of 2.6 years for all mothers and fathers. For mothers below the age of 18 years, 37% of partners were within 2 years of the woman's age, 39% were 3 to 5 years older, and 24% were six or more years older. Family planning and sex education programs directed at the prevention of teenage pregnancy, especially if these programs are given in the elementary or high school system, would not necessarily reach older males, who make up the majority of partners in teenage pregnancies.

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A stress and coping approach to intervention with abused women.

Carlson, B. (1997). *Family Relations, 46*, 291-298.

Physical abuse, especially severe, chronic abuse, is a significant source of stress for women who experience it. A combination of external and internal factors can inhibit women from ending abuse in an intimate relationship. Counselling can be useful in addressing internal barriers. An ecological model of intervention is presented based on the Lazarus and Folkman (1984) conceptualization of stress and coping. The model also recognized the stages abused women may experience in their appraisal of the abuse experience. The proposed model includes attention to practice with this client group, engagement in treatment, assessment, intervention strategies, and evaluation of effectiveness.

Reprinted with permission from *Family Relations.*

Supplementary listing of articles:

Age and depression in a nationally representative sample of Canadians: A preliminary look at the national population health survey. Wade, T. J. & Cairney, J. (1997) *Canadian Journal of Public Health, 88*, 297-302.

Improving sibling relationships among young children: A social skills training model. Kramer, L. & Radey, C. (1997). *Family Relations, 46*, 237-246.

Child externalizing behavior and parents' stress: The role of social support. Suarez, L. M. & Baker, B. L. (1997). *Family Relations, 47*, 373-381.

Foods and Nutrition/ Alimentation et nutrition

Inappropriate dieting behaviors and related lifestyle factors in young adults: Are college students different?

Seymour, M., Hoerr, S.L. & Huang, Y-L. (1997). *Journal of Nutrition Education, 29*(1), 21-26.

Completed mail surveys were used to determine the presence of inappropriate dieting behaviors, which included use of diet pills, powders, or restrictive diets, induced vomiting, or laxative use to get rid of food eaten. The subjects were a random sample of young adults in Michigan, 18 to 24 years, divided into subgroups of male and female college students, nonstudents, and college graduates. Fifty men and 51 women completed mail surveys after an initial telephone contact. The findings showed that 33.3% of women and 8% of men reported use of inappropriate dieting behaviors. College men and women reported the greatest use of inappropriate dieting behaviors (9.7% and 43.3% respectively) but were the most physically active. Young adults who had never been to college were the heaviest (body mass index [kg/m2] = 25.0 and 27.6, for men and women, respectively). The study findings led to the question whether the collegiate environment combines with stage of development to precipitate use of inappropriate dieting behaviors. Overweight and smoking were health risks for young adults who had not attended college. Thus, there is a need to target health education efforts to young adults outside the college environment as well as on college campuses.

Reprinted with permission from Society for Nutrition Education and Decker Periodicals.

Telephone vs face-to-face interviews for quantitative food frequency assessment.

Lyu, L-C, Hankin, J.H., Liu, L.Q., Wilkens, L.R., Lee, J.H., Goodman, M.T. & Kolonel, L.N. (1998). *Journal of the American Dietetic Association, 98*(1), 44-48.

Objective To develop and test a quantitative food frequency method for administration by telephone.

Design A comparison study of telephone and face-to-face interviews was conducted among a representative sample of the five major ethnic groups in Oahu, Hawaii. Two interviews were administered 4 to 6 months apart by trained interviewers using identical questionnaires and color photographs of food items showing three different portion sizes. The order of the interviewing methods was randomly assigned. The questionnaire included 115 food items selected to estimate 80% or more of usual dietary intakes. Frequencies and quantities of each item consumed during the past year were obtained.

Subjects/setting Subjects were recruited from the Health Surveillance Program of the Hawaii State Department of Health and consisted of 167 men and 158 women, aged 45 to 74 years, who provided a telephone number. Eighty percent of the face-to-face interviews were conducted in the subjects' homes and 20% were conducted at the workplace or the University of Hawaii Cancer Research Center, if requested. *Statistical analyses* The paired *t* test was used to compare the mean daily intakes obtained by the telephone and face-to-face methods. Agreement was measured by the intraclass correlation coefficient (ICC), Pearson correlation coefficient, and weighted *k* statistic.

Results The means of energy and each nutrient were slightly higher in the first interview than the second, regardless of the interviewing method. Because of close correspondence among all 3 statistical measures of agreement, only the ICCs are reported. The ICCs ranged from .61 for protein and vitamin A to .69 for dietary cholesterol among men, and from .61 for vitamin C to .74 for saturated fat among women. Agreement was not significantly affected by age, gender, ethnicity, order of interview, or educational level.

Applications Telephone interviews to obtain quantitative food frequencies are cost-efficient methods for estimating usual dietary intakes among persons in widely scattered geographic area. Photographs of the foods in 3 portion sizes mailed in advance help the respondents estimate amounts eaten.

Reprinted with permission from *Journal of the American Dietetic Association.*

Influence of selected environmental and personal factors on dietary behavior for chronic disease prevention: A review of the literature.

Harnack, L., Block, G. & Lane, S. (1997). *Journal of Nutrition Education, 29*(6), 306-312.

This article reviews the influence of selected personal and environmental factors on dietary behavior for chronic disease prevention. Factors to be reviewed were selected *a priori*. Computer-assisted searches for English-language publications in the MEDLINE database were conducted and references cited in related publications were reviewed. The literature search was further restricted to population-based research conducted since 1980 that focused on healthy U.S. adults. Taste preferences appear to be a barrier to dietary change for many Americans. Many are confused by the current dietary recommendations, and it appears that, for some, this perception may result in dietary inaction. Time constraints in conjunction with the perception that it is more difficult to eat a healthful diet appear to be a significant barrier to dietary change for some. Data regarding the perceived cost of eating a healthful diet suggest that a notable proportion of Americans think that it costs more to eat a healthful diet. Nutrition knowledge and beliefs compete with a myriad of factors in determining the dietary behavior of Americans. Consequently, public health interventions to change the American diet likely need to be multifaceted, with nutrition education occurring in conjunction with other intervention strategies.

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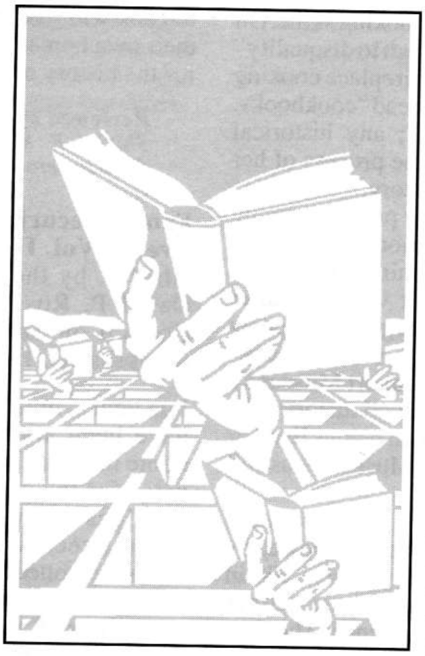
Book Reviews

compiled by ***Sheri McBride***

Canadian Women's Issues, Volume 1: Strong Voices by Ruth Roach Pierson, Majorie Griffin Cohen, Paula Bourne, and Philinda Masters. (1993). Toronto: James Lorimer & Company, Publishers, 460 pages. $24.95 (paperback). ISBN 1-55028-415-0.



This is the first of a two volume work on the history of second wave feminism in English Canada from 1967 to 1993. Each of the six chapters has an illuminating introductory essay, followed by a selection of well-chosen documents that give the issues a sense of immediacy through the "strong voices" of the women involved.

Chapter one provides a general outline and assessment of the causes, issues, and methodology of the Women's Movement. Although some gains have resulted, they have benefited only a small minority of women.

Chapter two, "The Politics of the Body," describes the various attempts of women to gain control over their own bodies. It highlights women's struggle for reproductive rights and control of the birthing process, explains the need for carefully conducted research into the physical and moral implications of new reproductive technologies, and calls for an end to sexist advertising and the sexual objectification of women in the media. Arguments are also presented for the termination of unrealistic standards of female beauty, the decriminalization of prostitution, quality health care, and the end of all forms of violence against women.

A central thesis is highlighted in chapter three, "The Politics of Difference." By striving for homogeneity, the early women's movement unknowingly became the oppressors of other women because a unitary view of gender obscures other systems of oppression pertaining to race, class, ethnicity, age, sexual preference, and physical and mental ability. Inclusiveness is therefore indispensable for an effective women's movement.

The feminist premise behind chapter four, "Social Policy and Social Services," is the importance of state provision of adequate social services that result in the empowerment and equality of women rather than the perpetuation of their marginalization and subordination. In the late 1960s and 1970s there was cause for optimism with the expansion of the public sector. A dramatic reversal, however, began in the mid-1980s with the ideological shift to the right that stressed the importance of debt reduction and substituted the notion of collective responsibility with that of privatization. The documents in this chapter not only provide a shocking portrait of women's poverty, they also suggest solutions for problems arising from inadequate social assistance, pensions, housing and shelters, and child care.

Chapter five, "Women, Law and the Justice System," discusses the efforts of second wave feminism to achieve legal equality. The authors examine the failure of the equality provisions of the 1960 Bill of Rights, describe the struggle to obtain gender equality in the Charter, and explain why feminists objected to Meech Lake and the Charlottetown Accord. Equality litigation under the Charter has brought mixed results. One of the greatest stumbling blocks has been gender bias in the judicial system itself. The effects of the changes in Family Law relating to marriage breakdown and custody have been economically disastrous for women.

The final chapter, "Women, Culture and Communications," looks at new forms of performance art and culture which emerged to counter the influence of the dominant male culture. In spite of the appalling representation of women in the media and the neglect and underfunding of women artists, many women have been able to use their art as a medium for social change, and women's presses and periodicals have supplied continuity and cohesion to the women's movement.

In its carefully constructed, convincingly argued, and well illustrated synthesis of complicated and disparate elements, this book makes a tremendous contribution to the understanding of the history of second wave feminism since 1967. For those who are unaware of feminist issues and society's response to them, and for those who have lost sight of the main directions and thrust of the movement because of its complexities and critics, it is an indispensable read. Its lucid organization and compelling arguments aid understanding, present sensible solutions, and deflect criticism. Although an illuminating read for all, it is especially valuable as a text for undergraduate courses on the history of Canadian women.

Reviewed by:
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Charlottetown, PEI

Saltwater Foodways by Sandra L. Oliver. (1995) Mystic, Connecticut: Mystic Seaport Museum Inc. (Printed in China), 440 pages. $39.95 (hardcover) ISBN 0-913372-72-2

Sandra Oliver has accomplished what many of us spend our lives dreaming about. She has put into print the accumulated efforts of her life's work and interest and has produced a fascinating book on social history. *Saltwater Foodways* is the inter-related story of history and food in coastal New England in the 18th and 19th centuries. The book chronicles how ordinary New Englanders acquired food, preserved, and prepared it along with the unique customs and traditions of this period.

Oliver's interest in food history began in 1971 when she was working at the Mystic Seaport Museum in Mystic, Connecticut, as a demonstration fireplace cook. She had little knowledge of cooking and few basic cooking skills. On her own admission, she "did not know enough to disqualify" herself from the job. She took a course on fireplace cooking at Old Sturbridge Village and she began to read "cookbooks, diaries, newspapers, seafarers' journals"; any historical information she could find. Thus began the process of her life's journey in the study of food and history.

Over the next 20 years, Oliver's career path took many turns — university study, different positions at Mystic's Museum — but this subject never left her mind. She continued to collect references and material. It was only after leaving the Museum staff in 1985 that she began to seriously concentrate on this project. She wanted to write a "cookbook that integrated as many of Mystic Seaport Museum's exhibits as possible under the heading of food history." As the author states, "after all, wherever human beings lived or worked or played, they ate food, and the Museum was full of such places."

Saltwater Foodways is a large book (22 x 31 cm), organized into sixteen chapters. Each chapter is followed by a selection of authentic recipes, numbering nearly 200 in total. The first three chapters deal with the domestic settings of three families of different social backgrounds. The next three chapters chronicle the domestic activities aboard the whaleship *Morgan*, the fishing schooner *Dunton* and, at the New Shoreham Life Saving Station. A chapter is devoted to accounts of exotic ports where vessels stopped to replenish water and fresh food. Another chapter discusses where and what shiphands would eat for a meal while on shore. Food for holidays and special celebrations, at sea and ashore, is discussed. Chapters are devoted to Fourth of July, Thanksgiving, Christmas, clam bakes, chowder parties, and refreshments for special occasions (weddings, ship launchings, church fairs, etc.). The last two chapters discuss fish and seafood in the economy and diet.

Recipes following each chapter are given with the original recipe first, each documented and dated, and, where necessary, an interpretation of the recipe follows. The recipes were chosen by the author because they were "typical", not because they were the most delicious. The reader is cautioned that 19th century metabolism was different from today and people could tolerate larger amounts of butter, eggs, and salt pork. But many of the recipes are a reminder of times when food was simple and tasted so good.

These recipes had a great personal appeal for me. Living along the same waterways as New Englanders, Maritimers share many of the same foods and thus similar recipes. As a small child, I remember hearing people speak of "grub," "hash", and "duff"; foods like salt cod and potatoes, summer garden lettuce dressed with vinegar and sugar, and baked beans on Saturday night were commonly served foods.

Saltwater Foodways is well researched and carefully documented; the historical notes at the back of the book are every bit as interesting reading as the text itself. The author provides both a general index and a cook's index. The entire book is richly illustrated with old photographs, paintings, prints and modern-day photography of foods tastefully presented in a manner reminiscent of by-gone days. The reading does tend to get tedious at times as the page is large and the print is generally small. This is a book to keep on the coffee table, to be picked up and read at one's leisure. In fact, the author hopes the book will travel between the living room and the kitchen. "I hope people who do not care to cook will find fascinating the ideas, attitudes, likes, dislikes and customs about food in past times. I hope people who like to cook will want to try the recipes for a taste of history in their own homes." Personally, I enjoyed the book as much for the history as for the recipes.

Reviewed by:
Shirley E. Moase, MSc (T&C)
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Family Security in Insecure Times Vol. II Perspectives & Vol. III Building a Partnership of Responsibility, by the National Forum on Family Security, David P. Ross, ed. (1996). Ottawa, ON: Canadian Council on Social Development, 304 pages, $25.00 (paperback). ISBN 0-88810-430-8

For years, home economists, such as Sue McGregor, have been arguing that our profession ought to become more actively involved in public policy as advocates for the well-being of families. This publication provides a powerful rationale to support this position. It is the second in a series on *Family Security.* Volume 1 was a collection of papers highlighting the growing economic and social insecurity among Canadian families.

Volume II, also a collection of papers, focuses on action that governments, communities, employers, and others can take to improve family security in light of the new socio-economic realities explored in Volume I. Ten chapters explore a variety of strategies. Ann Duffy and Norene Pupo propose family-friendly social structures, a flexible workplace that assists parents with the dual commitment of family and work, and child care as a community responsibility. Frank Reid suggests sharing work in a variety of ways. Claude Beland argues for building a social climate that moves beyond personal interests in promoting family security. Jean-Bernard Robichaud calls for reinventing solidarity by examining ways to redistribute work and wealth. Shelley Phipps makes recommendations after examining policies in France, Germany, Finland and Sweden. Michael Mendelson criticizes decisions, such as the dismantling of universal family allowance, that make the poor, insecure, and unemployed bear the burden of debt. Daniel Keating takes on education institutions and provides seven principles that would help them to contribute to optimal human development. Camil Bouchard enumerates conditions that mitigate against a long term commitment to children's development. Rob Dobell calls for broadening current thinking about economic management to include social and ecological sustainability. Lorna Marsden argues for a change in Canadian culture such that good child care and strong parenting are seen as good investments.

Volume III is a concluding statement written by the Directors Group of the National Forum on Family Security. It calls for a total refocussing of public policy to address the crisis of family security and proposes a new partnership of responsibility in which families, communities, workplaces, and governments would create and sustain conditions that enhance family security.

My disappointment, of course, is that none of the invited contributors has a home economics/human ecology background. I think the volume would have benefited from what Pat Thompson calls a "hestian perspective" and more emphasis on the role of groups other than governments and employers. As a teacher, I would have like to see a stronger argument for home economics/family studies courses, for example, parenting, as another prong in the attack on family insecurity. More models and graphic representations, particularly ones that highlight the action plans, could have enhanced the articles. Otherwise it is a useful volume to initiate dialogue among home economists about what ought to be done to encourage family security in insecure times.

Reviewed by:
Gale Smith, Ph.D., RPHE
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Send inserts and production materials to the Editor
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Mark your calendar for these upcoming Conferences, Seminars, Workshops, and other events

July 5-8
Canadian Home Economics Association Conference. London, Ontario

July 8-10
XVIIth International Consumer Studies and Home Economics Research Conference. Liverpool, England.

Contact: Rachel Bradbury, E-mail: R.Bradbury@livjm.ac.uk

July 11-12
Regions of the Americas IFHE Conference. "An exchange between the Caribbean, South, Central and North Americas." University of Puerto Rico's Mayaguez Campus.

Contact: Nancy B. Leidenfrost, 235 South River Clubhouse Road, Harwood, MD 20776, U.S.A.

July 13
1998 IFHE Council Meeting begins.

Contact: Leonides Roman, IFHE Registration Chair, 252 Hortensia St., Round Hills, Trujillo Alto, Puerto Rico 0097

Further information from: Joan Allen-Peters, IFHE/CHEA Liaison, P.O. Box 1335, Wolfville, N.S. B0P 1X0

November 18-21
International Textile and Apparel Association Annual Meeting. Dallas, Texas.

Contact: Deborah Young, E-mail: F_2young@twu.edu

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Submission deadlines:

Fall	June 15
Winter	September 15
Spring	December 15
Summer	March 1

Note: Submission by the deadline date does not necessarily mean publication in the next issue of the Journal. Publication depends on available space, contributions received, and, in the case of peer-reviewed articles, the progress of the review and revision.

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Congrès ACd'EF 1998

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Jennifer Welsh, PHEc, faculty member,
School of Nutrition, Ryerson Polytechnic University,
"Feminist Home Economist" and co-ordinator for
Ryerson's Centre for studies in food security
Jennifer Welsh, PHEc, membre de la faculté de
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